

**AN ANALYSIS OF STUDENTS' DIFFICULTY IN USING MODALS AT THE
SECOND SEMESTER OF THE ELEVENTH GRADE OF MA
AL-FATAH IN THE ACADEMIC YEAR OF 2018/2019**



Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree**

By

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ABSTRACT

AN ANALYSIS OF STUDENTS' DIFFICULTY IN USING MODALS AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF MA AL-FATAH IN THE ACADEMIC YEAR OF 2018/2019

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Modal auxiliaries are kinds or categories in grammar which function as such as auxiliaries for showing the truth, prediction or possibility. This research explained about analysis of students' difficulty in using modals at the second semester of the eleventh grade of MA Al-Fatah, Natar in the academic year of 2018/2019.

This research used qualitative research method. The researcher chose XI MIPA class as the sample which consist of 32 students. But, because of the obligation in the school that the students must follow, so the students sample in documentation test were 28 and the students sample in questionnaire were 25. In collecting the data, the researcher used interview, questionnaire and documentantation test. The researcher used three major phases of the data analysis, they were; data reduction, data display, and data conclusion.

From the data analysis, the researcher found some conclusion that the students' difficulty face in using modal auxiliaries at MA Al-fatah, Natar, South Lampung. were in determining the function of modal, form of modal and how to apply modal by correctly. And then, the deep difficulty of the students sample in using modal was in "will".

Keyword: *Students' difficulty face in using modal, Descriptive Qualitative Research, Modal Auxiliaries.*



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

Meaning:

Surely with difficulty is ease. Verily, with every difficulty there is relief (As-Shars: 5-6)¹



¹ Abdullah Yusuf Ali, The Holly Qur'an Arabic Text with English Translation (New Johar Office Printer: India, 2006), p. 478

DECLARATION

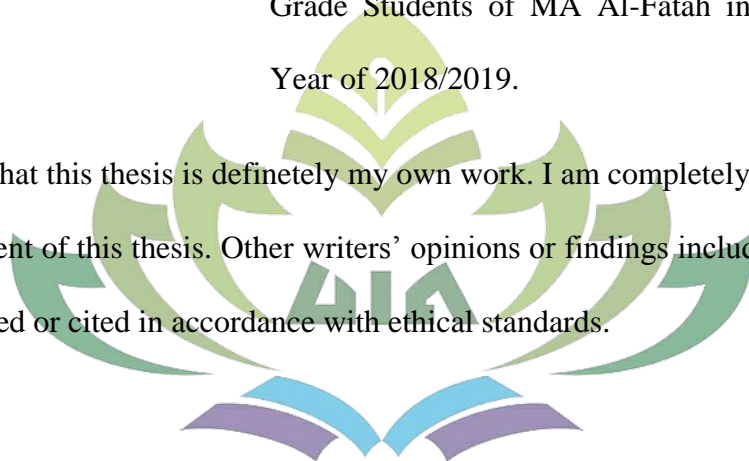
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me every where and every time.
2. My beloved parents, Mr Ridwan Fauzi (alm) and Mrs. Tuti Nurhayati who have already prayed and supported for my success.
3. My beloved husband, Mr Fahri Abdullah, S. Kom who has already supported for my success and advise me all the time.
4. My beloved child, Fairel Atharizz Abdullah who always support my success.
5. My beloved big family who always support my study.
6. My beloved lecturers and almamater UIN Raden Intan Lampung which have contributed for my development.



CURRICULUM VITAE

The researcher's name is Nia Kurniati Nurlaila. She is called Nia. She was born in Bangunrejo, Central Lampung, on May 05th 1996. She is the six child of Mr Ridwan and Mrs. Tuti. She is Fahrís' wife and Fairels' mother. She has two beloved brothers, their names are Imam Bahri and Yahya Thahiri. Then three beloved sisters, their names are Yuli Winarti, Rita Khairiyah and Eli Winarti . she lives on Cibubur, East Jakarta.

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In the name of Allah, the most meaningful, the most beneficent. All praises be to Allah, who has given me mercy and blessing to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled “*An Analysis of Students’ Difficulty in Using Modals at the Second Semester of the Eleventh Grade of MA Al-Fatah in the Academic Year 2018/2019.*” Is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, Augustus 2019

The researcher,

Nia Kurniati Nurlaila

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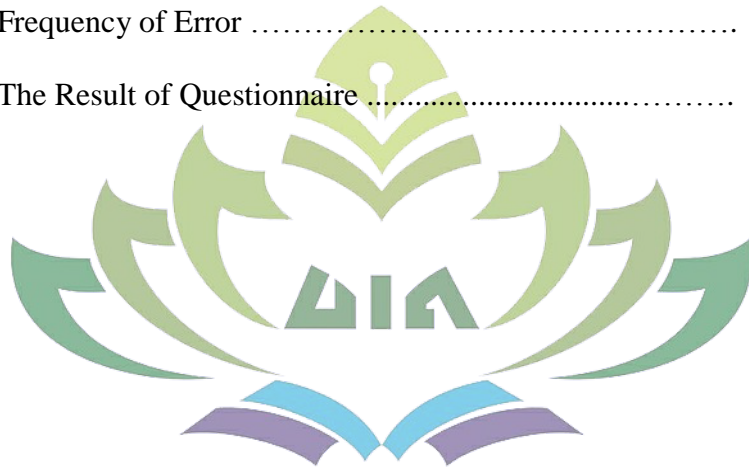
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very useful in daily activities to communicate to each other. According to Brown, Language is used for communication.¹ It means that language becomes the system of human to communicate. It is absolutely significant in people' life. It can express their expression and their idea. Without language, people can't interact with others. According to Edward, language is often viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one to another.² It means that in human life, language is also serve the equally important of social and emotional function.

Nowadays, English language is one of the well known languages to communicate. It is the international language which is used by human all over the world. Finegan said that It has become a tool for international communication.³ It means that One of the important things for prefaring in that communication is mastering the international language, English. As an international language, English is spoken by most of the people all over the world. Even not all countries use English as the native speaker, It has become the most widely studies foreign language. It is an international language that is mostly utilized by the world society to get interraction and communication.

¹H Douglas Brown, *Principle of Language Learning and Teaching (4th Ed)*, (London: Longman, 2000), p. 5.

²Edward Finegan, *Language: Its Structure and Use(5th Ed)*, (USA: Michael Rosenberg, 2008), p. 6.

³H.Douglas Brown,*Teaching by Principles an Interactive Approach to Language Pedagogy*,(San Francisco State University: Longman, 2000)p. 118.

According to David, English is news.⁴ It means that English language continues news daily in many countries. Actually, it means that everyone in the world need to study English. Every country in the world usually use English as their language to communicate. So, it is not to be wonder if there are many people are learned English for many reasons. Indonesia use English language not as the first language or the second language. It is used as foreign language.

As we know that as foreign language, English is not to be the first language. But, it become one of the important compulsory subjects that is taught in school. Then, as the important subject that is taught in the school, there are four skills that the students are expected to be able to mastery and language elements. According to Harmer, English Skill is divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.⁵ It means that there are four skills that the students must be mastery in English language, there are listening, reading, speaking and writing. Beside that, there are three language elements in English, there are phonology, vocabulary and grammar.

Furthermore, grammar is one of the important of the elements language. It is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Grammar is a systematic account of grammatical forms and the way they are used in standard British English today.⁶ It means that the important

⁴David Crystal, *English as a Global Language* (2nd Ed), (New York: Cambridge University Press, 2003), p. 2.

⁵Jeremy Harmer, *the Practice of English Language Teaching*, (Malaysia: Pearson Educated Limited, 2007), p. 265.

⁶*Oxford Guide To English Grammar*, John Eastword, (New York: Oxford University Press, 2002), p. vii

to study English. One of them is to know how we use word by word with the systematic account of grammar. It can help the learner to know the meaning and how to apply them. By grammar, students can know how to make correct sentence in English.

Learning grammar is a formidable task that takes crucial energy away from working on your writing and worse yet, the process of learning grammar interferes with writing for most people nothing helps their writing so much as learning to ignore grammar as they write.⁷ It means that the students or the learners language study grammar for the first time, its better for them to ignore their writing. Because from ignoring the grammar for the first writings' learners it can help them to learn grammar in the process of learning. So, study grammar cannot be neglect for every learners English language, because study grammar is the important away in doing writing task.

From the explanation above, they are enough to know that grammar is needed in the ability of the person to be master in English. It is clear that grammar is one of the important things of language to study. So, the language learners or the students need to study grammar to know how make the correct sentences or write the correct idea. Without knowing grammar, the students become so difficult to make idea or sentence when they want to express their brain inside.

At school, students who learn a foreign language encounter a number of problems, especially with grammar of the language which are complicated and which make confusing. When the students learn English, they try to avoid

⁷Kolln, Martha and Robert Funk, *Understanding English Grammar*, Buston: Allyn and Bacon, 1998.

grammar because it is confusing and difficult to understand. Actually, there are many aspects discussed in English grammar, one of them is modal. Modal auxiliaries are kinds or categories in grammar which function as such as auxiliaries for showing the truth, prediction or possibility.⁸ Modal auxiliaries have many functions in the usage. The possible of the speakers or the writers use modals can choose by what they want to express in their talking or writing. Because modal auxiliaries are not only having the function, but also have the meaning.

According to Raimes in Dita and friends', there are some form of modal auxiliaries. The first, modal never add 's' or 'es' ending. Second, it always used the based form of the main verb. The last, modal auxiliary are used with negative not which always follow the modal auxiliaries even when there are other be or have present.⁹ It means that the form of modal auxiliaries has the especially rules that different from tenses or the rules in present, past or present perfect. Because modal can't add 's' or 'es' that present grammatical must use to make correctly with the third singular or person. Then, not all modals must use to be in negative sentence even be or perfect.

Students' difficulty in using modals are students' difficulty in determining ability in modal auxiliaries, determining willingness and difficulty in determining

⁸Irma Rosita Gloria Barusdkk, *Bahasa Inggris II*, (Jakarta: Pusat Penerbitan Universitas Terbuka, 2004) p. 24.

⁹Dita putri ayu, Siska, Yelliza, "*An analysis of students' difficulties in using modal auxiliaries of second year at SMAN 2 Koto XI Tarusan*," (English Education Study Program: STKIP PGRI West Sumatra, 2007), p. 2

request in modal auxiliaries.¹⁰ This problem happened because they didn't understand the form of modals. Students' difficulty related to the applying modal auxiliaries. When they try to apply the auxiliaries by using the three person singular, there is still perception from them that the sentence should be add by s or es.¹¹ Usually students answer by adding s/es in after third person singular. Example in the sentence of "can" or "should" after the third singular person. Because they don't know how to apply.

Students' difficulty is also in the forms of the main verb. Main verb (Modal auxiliaries) is always the bare infinitive (infinitive without "to").¹² Students' difficulty in using modals are facing in terms of semantic function of modal auxiliaries can be seen in both EFL and ESL settings.¹³ This problem happened because they don't know the meaning

There was previous research that related about analysis of students' difficulty in using modals, one of the research was conducted by Sudirman at the second year students of Mts Muhammadiyah 1 Ciputat by the title "Analysis on Students' Difficulties in Learning Modal Auxiliaries "Can" and "Could". Base on his analysis, the mastery of second year students class (VIII-2) to modal auxiliary especially in determining the meaning and function and also the form of "Can"

¹⁰ Dita putri ayu, Siska, Yelliza, " *Jurnal An analysis of students' difficulties in using modal auxiliaries of second year at SMAN 2 Koto XI Tarusan,*" (English Education Study Program: STKIP PGRI West Sumatra, 2007), p. 4.

¹¹ Raimes in Journal An Analysis of Students ' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 KOTO XI Tarusan, STKIP PGRI West Sumatra, 2017.

¹² Sudirman, *Analysis on Students' Difficulties in Learning Modal Auxiliaries 'Can' and 'Could'*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 15.

¹³ Acta Didactica Napocensia, *Modal Axiliaries and Their Semantic Functions Used by Advanced EFL Learners*, (International journal of modals Vol 8, No 2, 2015).

and “Could” is low. Here the causes of students’ difficulties in learning some modal auxiliaries of “can” and “could” come from internal and external factors.

Another previous came from jurnal of Dita and friends’, in STKIP PGRI West Sumatera in the years 2017, by the tittle “An Analysis of Students’ Difficulties in Using Modals Auxiliaries of Second years at SMA Kotto XI Tarusan.” According to their finding, the owners of jurnal have find that the biggest problem that students got about their difficulties in using modal auxiliaries were in choosing determining ability, willingness and request in constructing in modal auxiliaries itself.¹⁴

In the field, the researcher got the information by interviewing the English teacher at MA Al-fatah Natar, South Lampung and the students. Firstly, the researcher interviews the English teacher of MA Al-Fatah Natar, Mrs. Ulyani.¹⁵ She said that the students still have difficulties in using modals as their material in the second semester of the eleventh grade. They have confused in the kinds of modals and the function of words in modals auxiliaries, such as can or could, shall or would, must or ought to. She added that the learning process in the class is also so limited to teach English material clearly.

From the interview of the preliminary research also she said that from four class, XI MIA A, XI MIA B, XI IIS A and XI IIS B, are almost good in study English. But, in class XI MIA B, the students have deeply difficult to study modal auxiliary. Then, the results from the interviewing of the students at MA Al-Fatah

¹⁴*Ibid*, p. 4

¹⁵Siti Ulyani, English Teacher at MA Al-Fatah Natar, South Lampung, An interview, January 25th 2018.

Natar, they said that they still didn't know how to apply modal, what kinds of modal, and the function of modal.

From the background of the problems, the researcher wants to conduct an analysis of students' difficulty in using modals at the second semester of the eleventh grade students of MA Al-Fatah in Natar, South Lampung.

B. Limitation of the problem

Referring on the title, the discussion of this research will be focused only on modal auxiliaries to analyze the students' difficulty in using modal auxiliaries.

C. Formulation of the Problem

Based on the statements in the background, the formulation of this research is: "What kind of students' difficulty face in using modal auxiliaries?"

D. Objectives of the Research

The objectives of this research is: "To find what kind of difficulty faced by the students in using modal auxiliaries."

E. Uses of the Research

In this research, the researcher hopes that the result of this research can be used for:

1. The Researcher

From this research, the researcher can know that there are many students still get difficult in study English especially in modal at MA Al-Fatah, Natar South Lampung and this research can give the researcher experience. So, from doing this research, the researcher can be motivated to study more and more. Then, as the source information for further research on modals.

2. The Teacher

For the teacher, this research can give the uses as the teacher knows the reality of the kinds of difficulty students' face in using modals. The seconds, the teacher can do more of thinking and teaching of modals subject to make the students have easier in their study, by giving more exercise of modals and the deeply of the explanation of modals. The last, the teacher can improve the ability of the students from another technique, by knowing kinds of students' difficulties face in using modals.

3. The Students

The students can be more motivated to learn English subject, especially in modals subject. Because from knowing the case of the students, the researcher hopes that they will study modals that make their score was low and can be motivated with their study.

F. Scope of the Research

There are four scope that the researcher writes in this research, there are:

1. The Subject of Research

The subject of this research is the students of the second semesters in the eleventh grade of MA Al-Fatah, Natar, South Lampung.

2. The Objects of Research

The objects of this research is the students' difficulties in using modal auxiliaries.

3. The Place of Research

The place of this research is in MA Al-Fatah, Natar, South Lampung.

4. The Times of Research

The times of this research is in academic year of 2018/2019 at the second semester of the eleventh grade students in MA Al-Fatah, Natar, South Lampung.

CHAPTER II FRAME OF THE THEORIES

A. Teaching English as a Foreign Language

Teaching English as a foreign Language (TEFL) is for volunteers who are about to teach English. It is a practical guide for the classroom teacher.¹⁶ It means that TEFL is very useful for teachers to teach in their class. It can guide the teacher how to give the material in the learning and teaching process of learning English. As we know second or foreign language is different of the teaching of mother tongue. So, to use foreign language it needs the practical guide for the teaching of English language. So, the practical guide for teaching process can help the teachers to understand how to teach foreign language.

TEFL is not about language as beauty, it's about language as communication.¹⁷ It means that TEFL is for communication, even English language as a foreign language, but it is more than language beauty. Language as the communication in this world, and English is the language that human are use in this line. Language always follow the development of time, English as the language number one that people use is not just language as the beauty, but it is

¹⁶Peach Corp, *TEFL/TESL Teaching English as a Foreign or Second Language*, (Washington, DC: Information Collection & Exchange, 1989) p. 3.

¹⁷Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (Glasglow:Willey, 2009) p. 77.

very important to learn English as the language for communication. So, English is one of tlanguage that people use to communicate.

TEFL is also known as TESOL or English Language Teaching (ELT), involves the process of teaching English language to students whose first language is not English.¹⁸ It means that there are many terms of TEFL, but it's about teaching process of foreign language. English is taught by teacher to the students who are not native speaker. As foreign language, TEFL is more difficult than teaching as a first language, because the mother tongue of the teacher or the students is different at all.

Based on the three experts above, TEFL is the process of teaching English as a foreign language. The teachers who teach English are not native speaker, must have the knowlagde, because the mother togue is different from the second language. English is one of the language that people use to communicate, so TEFL is the one way to know how to teach English as the foreign language to study.

B. Concept of Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts to gain better understanding of it.¹⁹ It means that analysis is the process to make understanding of the topic that the reader or the writer do in the analysis. When the person who does analysis, it is automatically make the parts to be smaller to get the understanding at all. Analysis is done to make better the

¹⁸*Ibid*, p. 3.

¹⁹Ramelan in Happy Nur Indah Sari, *An Analysis of Participant and Process in Report Text made by the Eight Grade Students in SMP Al-Huda Semarang in the Academic Year 2009/2010*, (Semarang, 2010), p. 4.

understanding that happens in the complex topic. Complex topic that we analysis must be better to understand, because analysis is done to not get the misunderstanding. So, analysis is the process of making understanding in smaller parts to get better of the complex topic.

According to KBBI, Analysis is the investigation an event to determine the actual state.²⁰ It means that analysis is done by investigation and every analysis has the purpose. The purpose of the analysis is to know the actual situation of the event. The event that occur in the analysis is must be known by the doer of the analysis. The analysis is very important to do, and it can get more actual information by the looking of the doer of analysis. in the analysis, the occur is happen, so every process in analysis will be the best information to the doer. So, analysis is the purpose of someone to know the actual situation.

Based on the explanations of the experts above, the researcher would like to conclude that analysis is the process to make the complete topic to be clear and to more understand well. It is very important to do the investigation in the analysis. In the analysis has determined to get the purpose and to get the real information of the actual situation.

C. Concept of Grammar

The word of grammar has several meaning, so it can be thinking of someone to comprehend the meaning of grammar, because there is no the same opinion about grammar. According to Harmer, grammar of language is the description of the ways in which words can change their forms and can be combined into

²⁰Pusat bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Gramedia PustakaUtama,2008).

sentences in that language.²¹ It means that by grammar, language can be use in the performance of someone to make sure the words form that produce and can be use by corectly in the sentences. It makes the language will be in easy way to be understood. Grammar according to him, like the words that can change the forms of language and it also can be combined into the sentences.

Grammar is the natural, inherent, meaning making system of the language, a system that governs the way words come together to form meanings; grammar is also the study of the system, the various theories or perspectives that attempt to understand and describe it.²² It means that grammar can be influence for every words that came by using grammar. It will be influence because by grammar the system of the form of meaning will be form when it came together with grammar. Grammar make the way of words became understand and corectly when the words must be has meaning. So, the system of language making corectly and understanding.

Cook and Suter also state that grammar used a writer description of the rules of the language and a set of rules by which people speak or write.²³ It means that grammar for people are very useful, whatever it is for the speaker or the writer. The rules in language can be used for the writer to describe what the goals of their writing description and their idea in the writing text by corectly and on the spot. So, grammar is very important for someone who study language.

²¹Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (London: Pearson Education limited, 2000), p. 1

²²Craig Hancock, *Meaning-centered Grammar an Introductory text*, (London: Equinox Published Ltd), p. 6

²³Stanley J. Cook and Richard W. Stanley and Suter, *The Scope of Grammar*, (New York: Mc. Graw-Hill Book Company, 1986), p. 2

In my opinion, from the explanation of the third theories above, it can be concluding that grammar is one of the system that introduce the understanding of the speaker or the writer to produce the best description of their meaning. It means that by grammar, the rules of language also can be combined in the writing text or in the speakers. That's why study grammar so important, it like a set of rules that inherent in the system of language. Without grammar, the form of the meaning can be failed and not sure to understand. One of the subject that study grammar is modal auxiliaries, here the concept of modal auxiliaries.

D. Concept of Modals Auxiliary

1. Definition of Modals 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 and in addition, they can convey the strength of these attitudes.²⁴ It means that modals can give the user of modal is the expression to show what they feel. Modal auxiliaries are needed in the sentences or in the words, because it can help the verb in the sentences. In the world, every person has the different attitude to express, by concept of modal auxiliaries, they can express their feeling.

Secondly, modal verbs have not only grammatical function, but also dictionary meaning for instance must be obligated to (do, be and have do not really have "meaning") of this kind when they are used as auxiliary verbs.²⁵ It means that the function of modal verbs is not only in grammatical. When we use

²⁴Michael Swam, *Practical English Usage*, (Oxford: Oxford University press. 1980) p. 90.

²⁵Betty Schramfer Azhar, *Understanding and Using English Grammar* (2nd Ed), (New Jersey: Prentice Hall Regent, 1989), p. 68.

modal verbs, it means that we use the words with the specific meaning inside. For example, the words of modal verbs are must or have to, it can be something meaning that the meaning is about something what you need to do because of your job or your obligatory or it can be advice.

Modal auxiliaries are kinds or categories in grammar which function as such as auxiliaries for showing the truth, prediction or possibility.²⁶ It means that auxiliaries or verbs have many functions in the writing or in the express's speaker. The possible of the speakers or the writers use modals can choose by what they want to express in their talking or writing. Because auxiliary's verbs are not only having the function, but also have the meaning to show.

Based on the three experts above, the researcher would like to conclude that modal verbs are the verbs that can help the speaker/ the writer who use modal to express their feeling or to support their verbs in their writing text or conversation. The function of modal verbs is not only to complete the grammatical language, but also it more that it. Because every word in modal verbs is has a meaning to support the verbs. Then, the meaning in modal verbs also can be something obligatory or someone needs to do, or only to give advice. It depends on the auxiliaries that the speakers or the writers use.

2. Kinds of Modal Auxiliary

According to Betty, the types of modal auxiliaries can be divided into two kinds. First, modal auxiliaries with different meaning and such as: can, could, had beter, may, might, must, ought to, shall, should, will, and would. Second, modal

²⁶Irma Rosita Gloria Barus and friends,"*Bahasa Inggris II*," (Jakarta: Pusat Penerbitan Universitas Terbuka, 2004), p. 24.

auxiliaries with similar expression such as: be able to, be going to supposed to, be to, have to, have got to, used to.²⁷ Modal auxiliaries usually placed before the predicates of the sentence in positive sentence, for example: I can swim. In negative sentence, modal need “not” between modal and verb, for example: I cannot swim. In interrogative sentence, for example: Can I swim?.

3. Form of Modal Auxiliaries

Sentence is the group of words that contains at least object and one verb. A sentence expresses a complete thought.²⁸ It means that sentence without object and verb can't call as sentence. Sentence is at least must has one subject and one verb. If the sentence has one object and one verb, it enough to not be confused in meaning or become misses understanding. Sentence expresses the idea by words. They are really important to make someone to be understanding. Every sentence has to have at least one object and one subject.

a. Positive Sentence

The pattern of modal in positive sentence is:

(S+ Modal auxiliaries+ Verb (bear infinitive) + o/c)

Example: John can go to the market now.

b. Negative Sentence

The pattern of modals auxiliaries in negative sentence is:

(S+ Modal auxiliaries + not + verb (bear infinitive) + o/c)

Example: John can not go to the market now.

²⁷Op.citp.68.

²⁸Alice Oshima Anna Ooline, *Introduction to Academic Writing* (3rdEd), (New York: pearson education, inc, 2007) p. 11.

c. Interrogative Sentence

The pattern of modal auxiliaries in interrogative sentence is

(Modal auxiliaries +S + Verb (bare infinitive) + o/c)

Example: Can John go to the market now? Yes, he can.

4. Function of Modal Auxiliaries

According to Betty, can, could, may, might, should, had better, must, will, would are called modal auxiliaries. They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.).²⁹ It means that modal auxiliaries have the different meaning and the different function in each word of modal auxiliaries. Such as can and could for the expressing ability, could for expressing possibility and polite questions for may I, could I, and can I. Besides that, polite questions also come for would you, could you, will you and can you. Most of the modals have more than one meaning.³⁰ Can, could, may, might should, had better, must, will, and would are immediately followed by the simple form of a verb. They are not followed by to, the main verb does not have a final -s, the main verb is not in a past form, the main verb is not in its -ing form. In addition, Michel swan also said that “Each modal auxiliary has at least two meanings.”³¹

Here the detail functions of modal auxiliaries are below:

a. Expressing ability: Can and Could

1) Bob can play the music.

²⁹Betty Schramfer Azar, *Fundamental Of English Grammar (3rd Ed)*, (USA: Pearson Longman, 2003) p. 190.

³⁰*Ibid* p. 190.

³¹Michel Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1980) p. 389.

2) She could speak English when she was in junior high school.

3) I can go with John tomorrow.

4) I could see when I was six months old.

b. Expressing possibility: Can, could, may and Might.

1) It may cloudy tomorrow.

2) It might cloudy tomorrow.

3) She can be a good teacher in the future.

4) He could be a good doctor.

c. Expressing permission: May, might, can and could.

1) All of the children may have a candy after taking breakfast.

2) All of the women can have a candy after taking lunch.

3) You could speak Indonesian language in this room.

4) You might go home tonight.

d. Polite question: May I, Could I, Can I.

1) May I please borrow your book? Yes, you may.

2) Could I please borrow your dictionary? I'm sorry, I could like to borrow you my dictionary, but I still need it.

3) Can I please go to shop now? Yes, of course.

e. Polite questions: Would you, Could you, Will you, and Can you

1) Would you please give me hand? Yes, of course.

2) Could you please borrow me much money? I'm sorry, I could like borrow you much money, but I don't have much money.

3) Will you please be here for me? Yes, for sure.

4) Can you please become my second hand? Yes, I can.

f. Expressing advice: Should, ought to and had better

1) My bag is dirty; I should clean it.

2) My bag is clean; I should not to clean it.

3) I get my hair is dirty, I ought to wash it.

4) I get my hair is not dirty; I ought to not wash it.

5) I'm hungry, I had better eat first.

6) She is very kind with me; I had better more kind than her.

g. Expressing necessity: Have to, have got to, must.³²

1) I have a daughter; I have to work hard now.

2) I have wife now; I have got to work hard.

3) I have children and wife now, I must work hard now.

h. Expressing lack of necessity: Do not have to, and expressing prohibition:

Must not.

1) She is beautiful; she doesn't have to use make up.

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

i. Making logical conclusion: Must

1) She ever studies hard every day. She must smart.

2) She never studies hard every day. She must not smart.

³²*Op.cit*, p.206.

j. Expressing in obligation : The function of must in obligation is to express the idea of necessity or unavoidable obligation, or condition this cannot be changed.

1) The time is finished. We must go now.

(Perhaps we don't want to, but we have not choice)

2) We must take rest.

(There is no choice)

You say you want to go away. Then you must try harder.

(It is the only way).

k. Had better in obligation

In meaning, "had better" is close to should/ought to. But, "had better" is usually stronger. Often "had better" implies warning or threat of possible bad consequences.³³ "Had better" has a present or future meaning. It is followed by the simple form of a verb. It is more common in speaking than writing.

Example: The gas tank is also empty. We had better stop at the next service station.

l. Have to

"Have" to like must, expresses unavoidable obligation or necessity. Have to is interchangeable with "must" in affirmative sentences and is often used instead of "must" in negative sentence.

Example : We must leave by 6:00

³³Silvester Goridus Sukur, *Complete English Grammar for The TOEF*, (Yogyakarta: Indonesia cerdas, 2007), p.123.

We do not have to leave by 6:00

We must not leave before 6:00. (We are prohibited from leaving)

Unlike the modal auxiliaries, “have to change it’s from to indicate time and person. I, you, we, they; use have to, had to, have had to, will have to.

Then, for he or she; use has to, had to, has have to, will have to.

m. Expressing Prediction: Will, would, shall, be going to.

- 1) According to the weather report, it will be cloudy tomorrow.
- 2) She would be a good mother in the future.
- 3) You shall be a good doctor in the future.
- 4) She is going to be driver in the future.

From the theories above, the researcher likes to conclude that modals auxiliaries have the different meaning; most of the modals have more than one meaning, and the different usage. Such as in ability usage, in permission usage, in offering usage, in possibility usage and etc. that already mention above. Then, experts also are certain that modals auxiliaries are usages in the many expresses to describe the idea.

E. Concept of Difficulty

Difficulty is the problem that camo from the learners who in their life the time is used for study and study. By study, the learners or the students must get the difficulty. Because by difficulty, the students can improve their comprehend or their knowledge. Only the lord that must not has the mistake or the difficulty in everything. The difficulty is the basic form of error. On the seminar words, it is

the main factor which makes the students produces the error. The source of errors or difficulty can be divided in two kinds.³⁴ The first is interlingual difficulty, it means that this type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly from the knowledge or differences between first language and second language. The second is, intralingual difficulty, this type of difficulty which reflect the grammar characteristic of rules of learning.

Base on the explanation above, it can be concluded that difficulty is the mistake or the error face that causes by the possible and possible that must come in doing something. Because difficulty will be seen from the students' error or the students' mistake in the process or in the result of studying. It can be said also that the difficulty is the basic form from error or mistake which are made by the students because of the complicated.

F. Students' Difficulty in Using Modals Auxiliaries

Modal auxiliaries are the more difficult structure ESL and English teacher have to deal with. One of the reasons for it, is the form of modals. The students, who have been told time to time against that present-tense verb with third person singular subjects require an-s ending, over generalize this rule to modals. Modals has some form. First never add s/es ending. Secondly, modals auxiliaries always used the base form of the main verb or auxiliary be after a modal auxiliary, whatever present or past. The last, modals auxiliary are used with the negative not which always follow the modal auxiliaries even there are other auxiliary be or

³⁴Wahab, W, *A Descriptive Study Of Students' Difficulty In Using Word Order Of Adjective*, Skripsi Universitas Negeri Gorontalo (UNG), Gorontalo, 2012.

have present.³⁵ It means that concept of learning modals structure use to the third person singular subjects are for examples “It might rain tomorrow, Mary (she) should study tonight. All of them, don’t use the require an-s ending after the third singular subjects. Then the infinitive in modals sentences must follow the bare infinitive (without “to”), and the negative form of modals must use not even there are other auxiliary be or have present.

The difficulties in learning modal are also in the forms of the main verb. Then, the main verb (Modal auxiliaries) is always the bare infinitive (infinitive without “to”).³⁶ It is cannot say: Joe must to see a doctor today, but the true is Joe must see a doctor today. This overgeneralization results in mistake because in English modal auxiliaries (can, could, may, will, etc.) are distinguished from other auxiliaries verb (be, have, do) as well as from ordinary verbs by their lack of tense and their resultant lack of subject-verb agreement; that is modals do not inflect.

In English, modal is divided 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 may cause your students some trouble is that modal directly precede a verb without the intervening infinitive to that is required when two ordinary verbs follow each other in sequence.³⁷

| | |
|--------------|--------------|
| Modal + verb | verb+ verb |
| I can go | I want to go |

³⁵Dita putri ayu, Siska, Yelliza, “*Jurnal An analysis of students’ difficulties in using modal auxiliaries of second year at SMAN 2 Koto XI Tarusan,*” (English Education Study Program: STKIP PGRI West Sumatra, 2007), p. 2.

³⁶Sudirman, *Analysis on Students’ Difficulties in Learning Modal Auxiliaries ‘Can’ and ‘Could’*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 15.

³⁷Diane Lansen Freeman and Mariame Murcia, *The Grammar Book An ESL/EFL Teacher’s Course (2nd Ed)*, (New York: Pearson Education, Inc 1999)p. 137.

*I can to go * I want go

Many of the students will treat modals like ordinary verbs and produce the difficulty by using 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 modal.

From the theories above, the conclusion that to use modals, students must not use added by s/es after the third singular person, and the students must understand that modals is not the form of infinitive, because modals must follow bare infinitive, then the last, the meaning that variants in modals must be comprehend for the students.

As conducted in this research, the difficulties of the students that use modals auxiliaries as follow:

1. Students' difficulty in determining ability in modal auxiliaries, determining willingness and difficulty in determining request in modal auxiliaries.³⁸ This problem happened because they didn't understand the form of modals. Students' difficulty in using modals are facing in terms of semantic function of modal auxiliaries can be seen in both EFL and ESL settings.³⁹ This problem happened because they don't know the meaning.

³⁸ Dita putri ayu, Siska, Yelliza, " *Jurnal An analysis of students' difficulties in using modal auxiliaries of second year at SMAN 2 Koto XI Tarusan,*" (English Education Study Program: STKIP PGRI West Sumatra, 2007), p. 4.

³⁹Acta Didactica Napocensia, *Modal Axiliaries and Their Semantic Functions Used by Advanced EFL Learners*,(International journal of modals Vol 8, No 2, 2015).

2. Students' difficulty related to the applying modal auxiliaries. When they try to apply the auxiliaries by using the three person singular, there is still perception from them that the sentence should be add by s or es.⁴⁰ Usually students answer by adding s/es in after third person singular. Example in the sentence of "can" or "should" after the third singular person. Because they don't know how to apply.

Example: Marry (She) cans go right now.

It should be clean.

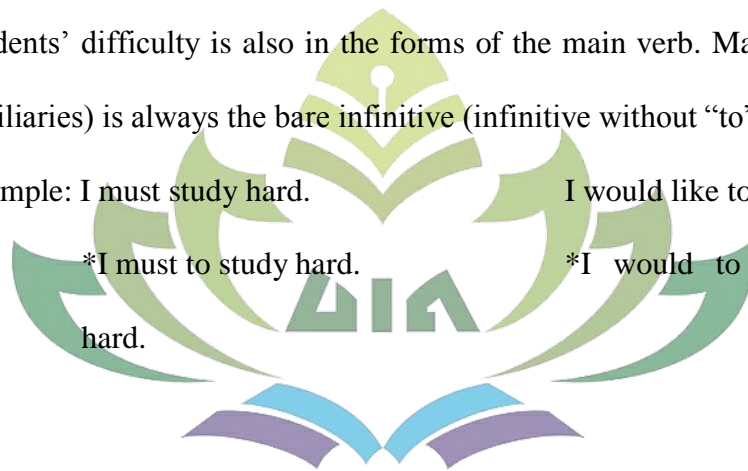
3. Students' difficulty is also in the forms of the main verb. Main verb (Modal auxiliaries) is always the bare infinitive (infinitive without "to").⁴¹

Example: I must study hard.

I would like to study hard.

*I must to study hard.
hard.

*I would to like to study



⁴⁰ Raimes in Journal An Analysis of Students ' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 KOTO XI Tarusan, STKIP PGRI West Sumatera, 2017.

⁴¹ Sudirman, *Analysis on Students' Difficulties in Learning Modal Auxiliaries 'Can' and 'Could'*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 15.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.⁴² It means that qualitative research is appropriate to implement the research.

Qualitative research is a naturalistic research method because the research is conducted in a natural setting.⁴³ It means that this research analyzed the students' difficulty in using modals without changing the condition and the data was displayed naturally. According to Furchan, the selection or development data collection instrument in this descriptive method can be documented and questionnaire also a variety of other scales.⁴⁴ This research focused on describing students' difficulty in using modals and identifying students' percentages to collect the data, the main instrument such as documentation, questionnaire and interview.

B. Population and Sample

⁴²Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219.

⁴³Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 7.

⁴⁴Furchan Arief, *Pengantar Penelitian dalam Pendidikan*, (Surabaya: Usaha Nasional, 1962), p. 433.

According to Sugiyono, population is a generalization region consisting of objects/ subjects that have certain qualities and characteristics are determined by the researcher to be studied and then make conclusion.⁴⁵ It means that the population is not only people but also can be object or the natural things then not only the number which have in the objects/ subject that studied, but also cover all the characteristics or identifying which own by its subject or objects.

In this case, the subject of population were taken from the eleventh grade of the students at MA Al-Fatah. The population in this research was shown as follow:

Table 1
Number of the students of MA Al-Fatah Natar, South Lampung
in the Academic year 2017/2018

| No | Class | Clarification | | Total |
|--------------|----------|---------------|--------|------------|
| | | Male | Female | |
| 1 | XI MIA A | 24 | - | 24 |
| 2 | XI MIA B | - | 32 | 32 |
| 3 | XI IIS A | 27 | - | 27 |
| 4 | XI IIS B | - | 32 | 32 |
| Total | | | | 115 |

(Source: Documentation of preliminary research)

From the description above, it can be known that there are four class in the second semester of the eleventh grade. Class XI MIA A have 24 male, IX MIA B have 32 female, and class XI IIS A have 27 male and XI IIS B have 32 female.

It choosed one class as the sample of the research because of some causes. A sample is a small proportion of population selected for observation and analysis. It means that it is part of individual members which is chosen to represent of the

⁴⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p 117.

whole population. The sample was taken because some causes, and MIA XI B was out as the sample of this research.

C. Sampling Technique

Arikunto states that purposive technique is a sampling technique which is done because some causes, such as the researcher has particular purpose toward the sample and the very limited time and finding.⁴⁶ It means that researching is done because of the causes or the reason. Purposive sampling is done by adjust the condition. When the problem comes and the researcher needs the data technique, the researcher can use this sampling technique. According to Sugiyono, purposive sampling is the technique of interpretation main sampling by consideration.⁴⁷ In this research, the specific of the consideration is the difficulty of the students in using modals. From the interviewing was known that MIA XI B have the lowest comprehension of modals auxiliary and the lowest score.

When the researcher does the research, there are many students didn't follow the questionnaire test and documentation test, some of them didn't come to contribute this research because of many obligations from school. So, the sample of this research was 28 students for the documentation test and 25 for questionnaire.

D. Research Instrument

⁴⁶Suharsimi Arikunto, *Procedure penelitian*, (Yogyakarta: Rineka Cipta, 2009), p. 129.

⁴⁷*Op.cit*, p. 300.

There are two kinds of instruments: test and non-test instrument.⁴⁸ In this research, the instruments that the researcher used were the documentation, questionnaire and interview. The documentation was documented by the test that the teacher already given to the students in the beginning semester of the eleventh grade of the students. Then, the second instrument used the questionnaire. According to Arikunto, opened questionnaires is the question which answer by students' sentence and close questionnaires is the question which the respondents can directly answer.⁴⁹ Questionnaires format in this research used multiple choices and directly answer by the students own words. Then, the last instrument used interviews of English teacher.

E. Data Collecting Technique

Sugiyono states that data collecting technique is the first main step in a research because the main purpose of a research is to get data. Without knowing the data collecting technique, the researcher will not get the data meet the fix standard data.⁵⁰ It means that when the researcher wants to do the research, the first step that the research should do is the collecting of the data. In collecting technique of the data, the researcher used the following technique:

1. Documentation of Test

In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and triangulation/ composite.⁵¹ It means that documentation is one of the instruments that the reseracher can use in the

⁴⁸*Op.cit*, p. 100.

⁴⁹*Ibid*,p. 127.

⁵⁰Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif, dan R&D*, (Bandung:Alfabeta, 2016), p. 308.

⁵¹*Ibid* p. 240.

qualitatif research. In this research, the documentation test of the data for documentation was taken from the test given to the students by the teacher at the begining of the semester. But, becuae the teacher was sick and the teacher was bussy so the teacher asked the researcher to help to make the test by allowing the teacher.

2. Questionnaires

According to Arikunto, opened questionnaires is the question which answer by students' sentence and close questionnaires is the question which the respondents can directly answer.⁵² It means that there are two types of the questionnaire that the researcher can give to the students. In this case, the researcher will give the questionnaires to the students sample. In this research, the questions format will use multiple choices and essay.

The questionnaires except to the students sample to choose the answer and shall check one for the answer a or b, and must give the explanation. Then for essay, write by their own words. The specification questionnaires as follow:

Table 3
Specification of Questionnaires

| No | Aspects | Question numbers | Total item |
|----|--------------------------------------------------------------------------------------|------------------|------------|
| 1. | The difficulty of the differences between to infinitive and modals. | 1,2 | 2 |
| 2. | Difficulty differences between verb an- s/es ending or verb without an- s/es ending. | 3,4 | 2 |
| 3. | Difficulty in making modals auxiliary form. | 5,6 | 2 |
| 4. | Difficulty in the fungtions of modals | 7,8,9 | 3 |

⁵²Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Renika Cipta, 2002), p. 127.

| | | | |
|-------|-------------------------------------------------------|--------------------|----|
| 5. | Difficulty meaning in memorizing modals | 10 | 1 |
| 6. | Asking the difficulty students' face in using modals. | 11,12,13,14, 15 | 5 |
| Total | | | 15 |

3. Interview

According to Winarno, interview is usually calls as interviews or tongue questionnaires that dialogue conducted by the interviewer for obtain the information from the interviewee.⁵³ It means that interview is used to get the information from the person or people that interviewee. It can be used to collect the data. One of the data analysis in this research is interview. Because, interview will be done by the researcher to value the condition of someone. For example, to looking for the background of the students or the teacher, parents, education and etc. Now, this research used interview to the English teacher to obtain the information especially in students' difficulties in using modals auxiliaries.

Table 4
Specification of Teachers' interview

| No | Aspect | Indicators | No Item | Total Item |
|----|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------|
| 1 | To know the students' difficulty face in using modals. | Ask the teacher about what are the students' difficulty face in using modals, they are: a) Students' difficulty related to the applying modal auxiliaries. b) Students' difficulty in the forms of main verb. c) Students' difficulty in determining the function of modals. | 1, 6 2, 7, 9 | 9 |

⁵³M.E. Winarno, *Metodologi Penelitian Dalam Pendidikan Jasmani*, (Semarang: Penerbit Universitas Negeri Malang (UM Press), 2018), p. 103.

| | | | | |
|--|--|--|---------------|--|
| | | | 3, 4, 5, 8 | |
|--|--|--|---------------|--|

F. Trustworthiness of the Data

To get validity of data, Creswell classified the validity of data into eight strategies, those are:

1. Triangulation the different source of information by examining evidence from the source and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific description or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the finding.
4. Clarify the bias means the researcher brings to study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor or review the entire project.⁵⁴

This research used triangulation of method to obtain the data. By triangulation of method, the researcher used two different ways or more to get the data. William in Sugiyono stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data source or multiple data source

⁵⁴ J. W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approach*, (United State, 2014), p. 191

or multiple data collection procedures.⁵⁵ Referring on the previous discussion of the data collecting techniques, the researcher used documentation of test, questionnaire and interview to obtain the data. The documentation was focused on the result of the student's documentation test, the questionnaire was given by students to know what kinds of students' difficulty face in using modals and interview of the teacher also to find out what kinds of student's difficulty face in using modals base on the teacher. The finding data were found such as the result of students' documentation test, the result of the questioner test and the result of the interview.

G. Research Procedure

The procedure of the research as follows:

1. Finding the students sample. The students sample is second semester students of eleventh grade at MA Al-Fatah Natar, South Lampung in the academic year of 2018/2019.
2. The researcher came to the English teacher and collect the documentation test that given to the students by the teacher.
3. After collecting the documentation, the researcher gives the questionnaire to the students and ask the students to filling the questionnaire.
4. Interviewing the teacher to know what kinds of students difficulty in using modals and the causes of students' difficulty base on the teacher.
5. Analyzing the notes of documnatation test, questionnaire, and interview, then making the report of the research.

⁵⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alabeta, 2016),p. 372.

G. Data Analysis

Data analysis is the process of organizing the data in order to get the pattern other explanation from where as data interpretation is the process of giving meaning to the result of data analysis.⁵⁶ It means that collecting data in the research must be systematically and arrange in the process of research procedures. When the researcher searches all collecting the data, it must be completed and be able to understand. Bogdan in Sugiyono stated that data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁵⁷

Susan in Sugiyono also stated that data analysis is critical to the qualitative research proces. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated.⁵⁸ It means, data analysis is the critical data in the process of qualitative research. Analysis is used to comprehend the link and the concept of data, so the data can be developed and evluated.

From the theories above, it can be concluded that data analysis is the process of searching and arranging by systematically. Searching and arranging the data which be getting from the interviewing, fieldnote, and documantation. So, data analaysis can be understood and evaluated. In this research, data analysis used

⁵⁶Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 346-347.

⁵⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatife, Kualitatif, dan R&D*,(Bandung: Alabeta, 2016), p. 334

⁵⁸*Ibid* p. 335.

descriptive analysis technique (percentage), which were described in the table of percentage. In the table of percentage, the researcher used the formula as follow:

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

P = Number of percentage

F = Frequency of wrong answer

N = Number of Sample.⁵⁹

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

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

P = Percentage

F = Frequency of wrong answer

N = Number of sample

n = number of item test

The percentage also is used for analyzing the result of questionnaires.

The steps of analysis that the researcher analyzed as follow:

1. Data reduction

Data reduction means to make the summary, choose the important thing for focusing and skip which is not important.⁶⁰ By other words, data reduction will give the illustration by more clearly and easier to accumulate the next data. In this research, the researcher selected the data derived from documantation test,

⁵⁹Anas Sudjiono, *Pengantar statistik pendidikan*, (Jakarta: PT. Raja Grafindo Persada 2004), p. 40-41.

⁶⁰*Op.Cit* p. 338.

interview to the teacher and questionnaire to the students. This steps selected the important base on the objective of the research and make the summary.

2. Data display

Miles and Huberman state, “Looking at display help us to understand what is happening and to do something-further analysis or caution on that understanding.”⁶¹ It means that look at the situation directly in the field can be really help the researcher to find what is happen. Other wich, the reseracher got the understanding from happening that the research analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the intial process of data reduction.⁶² In this research , some of the activities in analyzing the data that were done in data display as follow:

a. Documentation

In this step, the resercher documented the result of the students’ documentation test of the data, the documantation were taken from the test given to the students by the teacher at the begining of the semester.

b. Questionnaire

In this step, the researcher analyzed the result of the questionnaire of the students. This step were conducted to know what kinds of students’ difficulty in using modal.

⁶¹*Ibid*, p. 341.

⁶²Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 11.

c. Interview

Interview was done to complete the data and to know what kinds of students' difficulty in using modals auxiliaries. After summarizing the important thing of interview, this steps were processed more deeply.

3. Data verification

Miles and Hubermanin Sugiyono stated that data verification is conclude the data and verification.⁶³ The last step in analyzing the data will be data conclusion/ verification. In this steps, the researcher drew the conclusion and verified the answer of reserach question that were done in displaying the data by comparing the questionnaire, documantation and interview. Thus, the researcher got the conclusion about the students' difficulty in using modals at the second semester of the eleventh grade students of MA Al-Fatah Natar South Lampung, in the academic year 2018/2019.

⁶³*Ibid* p. 345.

CHAPTER IV RESEARCH FINDINGS

A. Findings

In this step, to do data analysis, the researcher collected the data and analyzed the data. All the results of the data were collected and were analyzed to know the students' difficulty face in using modal auxiliaries. Then, the result of the students' errors was accounted by tabulating and calculating in number of errors. They were processed in calculating the result of the test by changing the result of errors into percentage. The description of the data was follow:

1. The Result of Documentation Test

In data reduction, the researcher matched and analyzed all of the result of documentation test, questionnaire and interview. In documentation test, the researcher took and analyzed the result of students' work that given from the teacher.

The following tables was classification in the form of multiple choice and in the form of filling the blank. The form of multiple choice to know the difficulty students' face in modal form and filling the blank to know the students' difficulty in meaning and function of modal auxiliaries.

In the data display, conclusion can be displayed by discussing and interpreting the data as clear as possible. Then the researcher with the analyses of the result of documentantation test as follow:

1. Can

Frequency of Error in “Can”

| No | Modal Auxiliaries | Item number | Frequency of students' error | Frequency of error (%) |
|----|-------------------|-------------|------------------------------|------------------------|
| 1. | Can | 1 | 0 | 0% |
| | | 12 | 4 | 14,28% |
| | Total | 2 | 4 | 14,28% |

2. Could

Frequency of Error in “Could”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 2. | Could | 2 | 1 | 3,6% |
| | | 10 | 28 | 100% |
| | Total | 2 | 29 | 103,6% |

3. Had better

Frequency of Error in “Had better”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 3. | Had better | 3 | 1 | 3,6% |
| | | 17 | 26 | 92,85% |
| | Total | 2 | 27 | 96,45% |

4. May

Frequency of Error in “May”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 4. | May | 4 | 2 | 7,14% |
| | | 15 | 25 | 89,28% |
| | Total | 2 | 27 | 96,42% |

5. Might

Frequency of Error in “Might”

| No | Modal Auxiliaries | Item number | Frequency of students' error | Frequency of error (%) |
|----|-------------------|-------------|------------------------------|------------------------|
| 1. | Might | 5 | 4 | 14,28% |
| | | 14 | 24 | 85,71% |
| | Total | 2 | 28 | 99,99% |

6. Must

Frequency of Error in “Must”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 1. | Must | 6 | 2 | 7,14% |
| | | 18 | 25 | 85,71% |
| | Total | 2 | 27 | 92,85% |

7. Ought to

Frequency of Error in “Ought to”

| No | Modal Auxiliaries | Item number | Frequency of students' error | Frequency of error (%) |
|----|-------------------|-------------|------------------------------|------------------------|
| 9. | Ought to | 7 | 2 | 7,14% |
| | | 20 | 23 | 82,14% |
| | Total | 2 | 25 | 89,28% |

8. Shall

Frequency of Error in “Shall”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 8. | Shall | 8 | 4 | 14,28% |
| | | 21 | 22 | 78,57% |
| | Total | 2 | 29 | 92,85%, |

9. Should

Frequency of Error in “Should”

| No | Modal Auxiliaries | Item number | Frequency of students' error | Frequency of error (%) |
|----|-------------------|-------------|------------------------------|------------------------|
| 1. | Should | 9 | 3 | 10,71% |
| | | 19 | 27 | 96,42% |
| | Total | 2 | 30 | 107,13% |

10. Will

Frequency of Error in “Will”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 1. | Will | 10 | 5 | 17,85% |
| | | 13 | 26 | 92,85% |
| | Total | 2 | 31 | 110,7% |

11. Would

Frequency of Error in “Would”

| No | Modal Auxiliaries | Item number | Frequency of error | Frequency of error (%) |
|----|-------------------|-------------|--------------------|------------------------|
| 1. | Would | 11 | 2 | 7,14% |
| | | 16 | 13 | 46,42% |
| | Total | 2 | 15 | 53,56% |

From the analysis calculation the wrong answer of the students, it can be seen that the highest of the students' difficulty face in using modals was in “will” by 31 errors and the lowest students' difficulty face in using modals was in “Can” by 4 errors.

Base on the data which have been receive about the analysis of learning modal auxiliaries in documantation test, the researcher can conclude that the difficulties of the students' face in using modal with 28 students was in “Could”.

2. The Result of Questionnaires

After collecting the data of documentation test, the second is the result of questionnaires. In this step, the researcher took the students' answer of questionnaires and analyzed their answer. Here the results of questionnaire that the research gave to the students in the class.

Respondent 1

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because I newly study modals, and not really understand.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes. Because active verbs which ending by s/es can not be used in the sentence by ending y/d.
3. Could you differentiate active verb which not ending by s/es?
Answer: No, because still not understanding.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: No, because after modal auxiliary is verb 1
5. Do you find any difficulty in making sentence by modals?
Answer: No, because after modal auxiliary is verb 1.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because still not understanding with modal auxiliaries.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because not yet to studied.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because I am not really understanding, so I can't memorize it.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because newly study today.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because not yet understanding about modal auxiliaries.
Yes, because ever studied little
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Memorize.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Always need to repeat and repeat again.
13. How can you improve your ability in making the sentences by modals?
Answer: Memorize.
14. What kinds of the difficulty that you face in modals?
Answer: Memorize.
15. What the difficulty that you face in modal and infinitive?
Answer: Memorize.

Respondent 2

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because sometime not understanding in the question.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because the meaning can be plural or include in simple present.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because active verb that there is no s/es, it is verb one.

4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: No, because I can make different modal and infinitive.
the meaning.
5. Do you find any difficulty in making sentence by modals?
Answer: No, because the sentences that making, it is usually in the daily.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: No, because can make different according to the sentences.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because of confusing.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No, because usually hear and it is studied.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: No, because in my opinion, if we know the meaning, we will know the function.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because if we know the meaning, we can make differences.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Sometime there are many words that yet understanding.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Usually to make sentences then more and more be studied.
13. How can you improve your ability in making the sentences by modals?
Answer: Comprehend the words of modal.
14. What kinds of the difficulty that you face in modals?
Answer: Sometime not know the meaning.
15. What the difficulty that you face in modal and infinitive?
Answer: The sentences which yet understanding the meaning.

Respondent 3

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because I have never studied, but I can little because after modal must verb 1.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because verb that ending by "es" cannot be used in the sentence which ending by y/d. if "s" usually plural.
3. Could you differentiate active verb which not ending by s/es?
Answer: No, because still not understand.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: No, because if I have already known English sentences.
5. Do you find any difficulty in making sentence by modals?
Answer: No, because if I have known, I were could.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: Yes, because I still not understanding about the function of modal present and modal past.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: Yes, because I have learned and I have not known.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: Yes, because I have not known and I have not been telling me.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: Yes, because still not understanding.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?

Answer: No, because still not understanding.

11. What the difficulty faces that you find in comprehend of using modals?

Answer: Not know, because have not ever studied.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: Explain by slowly.

13. How can you improve your ability in making the sentences by modals?

Answer: By doing memorize vocabulary in English.

14. What kinds of the difficulty that you face in modals?

Answer: There are many.

15. What the difficulty that you face in modal and infinitive?

Answer: There is no.

Respondent 4

1. Do you find any difficulty in differentiate modal and verb?

Answer: Yes, because I am newly study modal, so I am not really sure.

2. Could you differentiate the verbs which ending by s/es?

Answer: Yes. because already studied in the class when study simple present.

3. Could you differentiate active verb which not ending by s/es?

Answer: Yes, because already studied.

4. Do you find any difficulty in determining verb (infinitive) after modal?

Answer: No, because if there is chosen, but if there is no chosen, it will be difficult, because it is the first time to study modal.

5. Do you find any difficulty in making sentence by modals?

Answer: Yes, because still not know the function and less the explanation by deeply.

6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: Yes, because I never studied, so I don't know.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: Yes, because never studied, so I don't understand.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: No, because actually modal auxiliaries are usually familiar in the sentences, but I am still not sure about the function.

9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because I am not sure with modal auxiliaries.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because if infinitive, I can, but modal auxiliaries I still cannot.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Kinds of modal and the function of modal.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Perhaps the deeply explanation and practice the sentences.
13. How can you improve your ability in making the sentences by modals?
Answer: Make the sentences by practice.
14. What kinds of the difficulty that you face in modals?
Answer: Because I don't know the characteristic and the meaning.
15. What the difficulty that you face in modal and infinitive?
Answer: I don't know the characteristic, function and kinds of modal auxiliaries.

Respondent 5

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because not really understand.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes. because already studied, even little.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because already studied, but little.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because rarely explained
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because it rarely be studied.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because it is yet explained.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because yet explained.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No, because already studied.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because yet studied.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because ever studied little.
11. What the difficulty faces that you find in comprehend of using modals?

Answer: Make differences its' active verb.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: There are many exercise to make sentences.

13. How can you improve your ability in making the sentences by modals?

Answer: More do the exercise of the material modals.

14. What kinds of the difficulty that you face in modals?

Answer: There are many, because yet more to studied.

15. What the difficulty that you face in modal and infinitive?

Answer: There are many, because yet more to studied.

Respondent 6

1. Do you find any difficulty in differentiate modal and verb?

Answer: Yes, because still confuse the explanation.

2. Could you differentiate the verbs which ending by s/es?

Answer: Yes. because of study.

3. Could you differentiate active verb which not ending by s/es?

Answer: No, just know the ending s/es.

4. Do you find any difficulty in determining verb (infinitive) after modal?

Answer: Yes, because never been explained.

5. Do you find any difficulty in making sentence by modals?

Answer: No, because there is formulation subject + modal auxiliaries+ verb 1

6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: Yes, because it is yet explained.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: Yes, because still confuse what shall be "can" or "will"

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: Yes, because there are many resemble in the name.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: Yes, because have been studied.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?

Answer: Yes, because ever studied little

11. What the difficulty faces that you find in comprehend of using modals?

Answer: There are many meaning that not know, how to make different to use can or could.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: Explained by correctly.

13. How can you improve your ability in making the sentences by modals?

Answer: Exercise.

14. What kinds of the difficulty that you face in modals?

Answer: How to make different should, must, can, could, will would.

15. What the difficulty that you face in modal and infinitive?

Answer: The usage and when how to use.

Respondent 7

1. Do you find any difficulty in differentiate modal and verb?
Answer: No, because it is different if infinitive usually put after modals.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, I could.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, I could little.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: No, because active verb, so I know.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because I still confuse.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because I still confuse.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: No, because I do not.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No, because I usually forget.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because it is hard, because I already answer in number seven.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because confuse
11. What the difficulty faces that you find in comprehend of using modals?
Answer: There is no difficult, just little in the meaning.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Better to the teacher to explain detail.
13. How can you improve your ability in making the sentences by modals?
Answer: More to read and pay attention to the teachers' explanation.
14. What kinds of the difficulty that you face in modals?
Answer: Not know the meaning
15. What the difficulty that you face in modal and infinitive?
Answer: Difficult if there is no the meaning.

Respondent 8

1. Do you find any difficulty in differentiate modal and verb?
Answer: No, because already studied.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because if active verb that finding s/es, it is plural.
3. Could you differentiate active verb which not ending by s/es?

- Answer: Yes, because only show the one.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not know the meaning.
 5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because difficulty in making the sentences.
 6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because not know the meaning.
 7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because not understanding.
 8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because less in comprehend.
 9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because not know.
 10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because understand.
 11. What the difficulty faces that you find in comprehend of using modals?
Answer: Sometime do not know the meaning.
 12. What the suggest that you can give to make easier in comprehend modals?
Answer: Be slowly in explain the theory.
 13. How can you improve your ability in making the sentences by modals?
Answer: By continuing study.
 14. What kinds of the difficulty that you face in modals?
Answer: Reverse and reverse.
 15. What the difficulty that you face in modal and infinitive?
Answer: sometime I do not know the meaning.

Respondent 9

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because not know in the finishing of study.
2. Could you differentiate the verbs which ending by s/es?
Answer: No, because already studied.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because not know the function and not understanding.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not yet study.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because I know, but still not yet study and forget.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: No, because already studied in the meaning.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: No, because already known in study.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No, because already understood and studied.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: No, because already known and studied.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because not yet understand and not yet study.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Make differences its' active verb.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: There are many exercise to make sentences.
13. How can you improve your ability in making the sentences by modals?
Answer: More do the exercise of the material modals.
14. What kinds of the difficulty that you face in modals?
Answer: There are many, because yet more to studied.
15. What the difficulty that you face in modal and infinitive?
Answer: There are many, because yet more to studied.

Respondent 10

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because still not know what is modal auxiliaries
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because depends on the subject.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because depends on the subject.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: No, because after modals auxiliaries are verb 1.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because still not know what is modal auxiliaries except that known newly.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, still not really understand.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, not know the meaning (vocabulary)
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No,
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because most the same in meaning.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, I can if I know the meaning, sometime I cannot because I don't know the meaning

11. What the difficulty faces that you find in comprehend of using modals?
Answer: Still not know more about kinds of modals.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Given the meaning first.
13. How can you improve your ability in making the sentences by modals?
Answer: Translate first the meaning.
14. What kinds of the difficulty that you face in modals?
Answer: Because rarely same in the meaning of the kinds of modals
15. What the difficulty that you face in modal and infinitive?
Answer: Because not know the meaning of modal. If active verb I can.

Respondent 11

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because still not understand.
2. Could you differentiate the verbs which ending by s/es?
Answer: No, I hope that I can comprehend/ do it.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because s/es is very easy.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because still yet study (infinitive), modal auxiliaries.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because not yet understanding what is modal auxiliaries.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, still cannot and not understanding.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, still cannot.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, still not know the kinds of modals.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, still not understanding what is modals.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because very different.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Very difficult.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Explained by well and correctly.
13. How can you improve your ability in making the sentences by modals?
Answer:
14. What kinds of the difficulty that you face in modals?
Answer: Confuse to understand modals.
15. What the difficulty that you face in modal and infinitive?
Answer: Confuse to explained modals.

Respondent 12

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because not know the meaning.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because rarely understand
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because easy to understand.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not know the meaning.
5. Do you find any difficulty in making sentence by modals?
Answer: No, because not really difficult
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: No, because not know the function.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because yet explained.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because not understand.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because yet studied.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because ever studied little
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Less the understanding.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: More over to study.
13. How can you improve your ability in making the sentences by modals?
Answer: More do the exercise of the material modals.
14. What kinds of the difficulty that you face in modals?
Answer: There are many, because not yet to studied.
15. What the difficulty that you face in modal and infinitive?
Answer: Its' meaning.

Respondent 13

1. Do you find any difficulty in differentiate modal and verb?
Answer: No, because rarely understand.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because I can.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because I can.
4. Do you find any difficulty in determining verb (infinitive) after modal?

- Answer: no, because after modal auxiliary is verb 1.
5. Do you find any difficulty in making sentence by modals?
Answer: no, because I can.
 6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: yes, because it is yet understanding modals auxiliaries.
 7. Do you find any difficulty in differentiate the function of every modal?
Answer: yes, because still not know.
 8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: yes. because I don't know.
 9. Do you find any difficulty in differentiate the functions of modals?
Answer: yes, because still not know.
 10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: yes, because not know and not really understand.
 11. What the difficulty faces that you find in comprehend of using modals?
Answer: Because I am not really understanding.
 12. What the suggest that you can give to make easier in comprehend modals?
Answer: We have to comprehend and understand what is the meaning of modal auxiliaries.
 13. How can you improve your ability in making the senetnces by modals?
Answer: Comprehend and understanding.
 14. What kinds of the difficulty that you face in modals?
Answer: Don't know and not understand.
 15. What the difficulty that you face in modal and infinitive?
Answer: Understand if ask to make different modal auxiliaries and to infinitive.

Respondent 14

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because before never study modal and infinitive.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because already understood
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because already understood.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because less of understanding the explanation.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, sometime not sure.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because not yet to understand.
7. Do you find any difficulty in differentiate the function of every modal?

Answer: no, I can.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: yes, really difficult.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: yes, suddenly not sure.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?

Answer: yes, difficult.

11. What the difficulty faces that you find in comprehend of using modals?

Answer: Because less of understanding.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: There is must have the teacher that teach modal auxiliaries.

13. How can you improve your ability in making the sentences by modals?

Answer: Not know how and confuse.

14. What kinds of the difficulty that you face in modals?

Answer: The vocabularies that not know the meaning.

15. What the difficulty that you face in modal and infinitive?

Answer: All difficult.

Respondent 15

1. Do you find any difficulty in differentiate modal and verb?

Answer: no, because understanding the modal auxiliaries that put before infinitive, if infinitive must be put after modal.

2. Could you differentiate the verbs which ending by s/es?

Answer: yes, because for example: study become studies. Read become reads.

3. Could you differentiate active verb which not ending by s/es?

Answer: no, because not know.

4. Do you find any difficulty in determining verb (infinitive) after modal?

Answer: no, because to determine infinitive after modal auxiliaries have to verb 1.

5. Do you find any difficulty in making sentence by modals?

Answer: yes, because still not be comprehend.

6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: yes, because yet to comprehend.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: yes, because yet to comprehend.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: yes, because yet to comprehend.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: no, for example: they can speak English every day.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: no, because yet to comprehend.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: How to make the sentences.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: The material subject and the practicing.
13. How can you improve your ability in making the sentences by modals?
Answer: study.
14. What kinds of the difficulty that you face in modals?
Answer: Confuse how to use can, should and etc.
15. What the difficulty that you face in modal and infinitive?
Answer: There is no.

Respondent 16

1. Do you find any difficulty in differentiate modal and verb?
Answer: no, because it clear that different.
2. Could you differentiate the verbs which ending by s/es?
Answer: yes, because it was studied in junior high school.
3. Could you differentiate active verb which not ending by s/es?
Answer: yes, because it already studied.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: no, because already cleared.
5. Do you find any difficulty in making sentence by modals?
Answer: no, because the same with another.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: yes, because still not know.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: yes.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes
9. Do you find any difficulty in differentiate the functions of modals?
Answer: no, because rarely to the same with already studied.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes,
11. What the difficulty faces that you find in comprehend of using modals?
Answer: There is no.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: It is clear
13. How can you improve your ability in making the sentences by modals?

Answer: To comprehend more deeply.

14. What kinds of the difficulty that you face in modals?

Answer: There is no.

15. What the difficulty that you face in modal and infinitive?

Answer: There is no.

Respondent 17

1. Do you find any difficulty in differentiate modal and verb?

Answer: yes, because just now get the material about modal auxiliaries and just now get little material, not really wide and not really understand.

2. Could you differentiate the verbs which ending by s/es?

Answer: No, I still confuse, why have to add s/es.

3. Could you differentiate active verb which not ending by s/es?

Answer: Yes, I can make differences, but not know the meaning and the function.

4. Do you find any difficulty in determining verb (infinitive) after modal?

Answer: Yes, because I am not really understanding about material of modal auxiliaries

5. Do you find any difficulty in making sentence by modals?

Answer: Yes, because still little of understanding.

6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: Yes, because still confuse and not really understand.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: Yes, confuse.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: Yes, because I not yet understand.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: Yes, little can make different.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?

Answer: Yes, because confuse.

11. What the difficulty faces that you find in comprehend of using modals?

Answer: Because just little that the material has been explained.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: More explain the material and do more the exercise.

13. How can you improve your ability in making the sentences by modals?

Answer: Study more rarely again.

14. What kinds of the difficulty that you face in modals?

Answer: Because still not understanding.

15. What the difficulty that you face in modal and infinitive?

Answer: Because still confuse even already studied because we don't know the name

Respondent 18

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because the material of the subject modal auxiliaries still little and still not given how to make different.
2. Could you differentiate the verbs which ending by s/es?
Answer: No, because still confuse about the function.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because I can, but still confuse in the function.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because never given yet.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because of confusing.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because rarely confuse, it is the problem.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because still confuse in the meaning.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because always forget.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, still confuse, because just understand at the time of study.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because still confuse
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Confuse in the function and in the meaning.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Teacher must be detail in the explanation
13. How can you improve your ability in making the sentences by modals?
Answer: Study.
14. What kinds of the difficulty that you face in modals?
Answer: Confuse in the differences.
15. What the difficulty that you face in modal and infinitive?
Answer: Confuse, I ever studied but the teacher not explain by detail, so, I don't know what is the name or what it is.

Respondent 19

1. Do you find any difficulty in differentiate modal and verb?
Answer: No, because already known its 'characteristic.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because some people said it is different.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because by seeing, the words can be understood.

4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not understand.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because not know the meaning.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because not know what modals.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because newly have been studied.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because there are so many kinds of modal auxiliaries.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because still not understanding.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because not know the meaning.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Make Less the meaning.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Give more the example
13. How can you improve your ability in making the sentences by modals?
Answer: Do more modals.
14. What kinds of the difficulty that you face in modals?
Answer: There is no difficulty because the function still not know.
15. What the difficulty that you face in modal and infinitive?
Answer: There are so many difficult.

Respondent 20

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because not know the meaning and the goal.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because already studied.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because already known and understood.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, not know where are they and not know what the meaning.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because never studied.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: No, because already studied.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because not know.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because still not studying.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because still not studying.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, little and little.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Verb 1, verb 2, verb 3
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Be explained by detail.
13. How can you improve your ability in making the sentences by modals?
Answer: Use the imagination
14. What kinds of the difficulty that you face in modals?
Answer: Not know what is modal auxiliaries.
15. What the difficulty that you face in modal and infinitive?
Answer: Modals still not study, infinitive still not study then forget.

Respondent 21

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because not yet to studied in the class, and not knowing the meaning.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, because I know, I ever studied it.
3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because little easy.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not know the usage where it put in the sentences, and not know the meaning.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because not know the usage in what the sentences.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because never studied.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, because very not know, never studied.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because never given this material.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because I never studied it.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because never be given this material.

11. What the difficulty faces that you find in comprehend of using modals?
Answer: Function, kinds of modal and meaning.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Looking for the material of the subject first and ask to the language students department of Al-Fatah.
13. How can you improve your ability in making the sentences by modals?
Answer: The meaning of modal auxiliaries is almost the same and we don't know the function.
14. What kinds of the difficulty that you face in modals?
Answer: The meaning is almost the same and not know the meaning.
15. What the difficulty that you face in modal and infinitive?
Answer: There are many, because yet more to studied.

Respondent 22

1. Do you find any difficulty in differentiate modal and verb?
Answer: Yes, because still newly what is modals.
2. Could you differentiate the verbs which ending by s/es?
Answer: Yes, already known.
3. Could you differentiate active verb which not ending by s/es?
Answer: No, because not really know
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because not really sure.
5. Do you find any difficulty in making sentence by modals?
Answer: Yes, because not know, and not know English.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because not understanding.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, I still not know.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because still not understand
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, still not understand.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: No, because still yet know deeply.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Its meaning.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Please make clear about modals.
13. How can you improve your ability in making the sentences by modals?
Answer: Open dictionary.
14. What kinds of the difficulty that you face in modals?
Answer: Its meaning.

15. What the difficulty that you face in modal and infinitive?

Answer: The sentences

Respondent 23

1. Do you find any difficulty in differentiate modal and verb?

Answer: Yes, because not know the function of modal.

2. Could you differentiate the verbs which ending by s/es?

Answer: Yes, because I understand.

3. Could you differentiate active verb which not ending by s/es?

Answer: Yes, because ever studied.

4. Do you find any difficulty in determining verb (infinitive) after modal?

Answer: No, because after modal auxiliary always verb one.

5. Do you find any difficulty in making sentence by modals?

Answer: Yes, because still low in the vocabulary that I don't know.

6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

Answer: Yes, because not know the explanation.

7. Do you find any difficulty in differentiate the function of every modal?

Answer: Yes, because not know the meaning.

8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?

Answer: Yes, because newly studied.

9. Do you find any difficulty in differentiate the functions of modals?

Answer: Yes, because I don't know the meaning in every modal auxiliary.

10. Could you differentiate between the function of verb (Infinitive) and verb in modals?

Answer: No, still not understanding.

11. What the difficulty faces that you find in comprehend of using modals?

Answer: To different the functions of modal.

12. What the suggest that you can give to make easier in comprehend modals?

Answer: The explanation more special and the exercise that enough.

13. How can you improve your ability in making the sentences by modals?

Answer: More doing the exercise and understanding the new word of vocabularies.

14. What kinds of the difficulty that you face in modals?

Answer: Don't know the functions of modal auxiliaries

15. What the difficulty that you face in modal and infinitive?

Answer: Less understanding in the meaning.

Respondent 24

1. Do you find any difficulty in differentiate modal and verb?

Answer: No, because modal is easier.

2. Could you differentiate the verbs which ending by s/es?

Answer: Yes. because which ending by s/es isin simple present.

3. Could you differentiate active verb which not ending by s/es?
Answer: Yes, because it is easy.
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: Yes, because it is difficult.
5. Do you find any difficulty in making sentence by modals?
Answer: No, if I know the formulation.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?
Answer: Yes, because not really understand.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: Yes, I am really confused.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: No, because modal is easy.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because have been explained.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because active verb in modal use verb, if to infinitive is ending by "ing".
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Not know the meaning and kinds of modal.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: explained by more and more examples of modal.
13. How can you improve your ability in making the sentences by modals?
Answer: learning and learning the books of modal.
14. What kinds of the difficulty that you face in modals?
Answer: I don't know the function.
15. What the difficulty that you face in modal and infinitive?
Answer: There is no difficulty sister. 😊

Respondent 25

1. Do you find any difficulty in differentiate modal and verb?
Answer: no, because active verb is different from infinitive.
2. Could you differentiate the verbs which ending by s/es?
Answer: no, because I know the meaning.
3. Could you differentiate active verb which not ending by s/es?
Answer: yes, because not know the function
4. Do you find any difficulty in determining verb (infinitive) after modal?
Answer: no, because it is very easy for me.
5. Do you find any difficulty in making sentence by modals?
Answer: yes, because I still confuse how to make the sentences by English language.
6. Do you find any difficulty in differentiate the usage of time in modal present and modal past?

- Answer: yes, because I am not really knowing.
7. Do you find any difficulty in differentiate the function of every modal?
Answer: yes, because I do not know the function.
8. Do you find any difficulty in memorizing kinds of modals and characteristic of modals?
Answer: Yes, because I don't remember and not yet to study.
9. Do you find any difficulty in differentiate the functions of modals?
Answer: Yes, because I am not yet to study.
10. Could you differentiate between the function of verb (Infinitive) and verb in modals?
Answer: Yes, because people said it is the same.
11. What the difficulty faces that you find in comprehend of using modals?
Answer: Because I still not yet studied.
12. What the suggest that you can give to make easier in comprehend modals?
Answer: Study first that I can understand.
13. How can you improve your ability in making the sentences by modals?
Answer: There are so many about modals.
14. What kinds of the difficulty that you face in modals?
Answer: Because I still not understand.
15. What the difficulty that you face in modal and infinitive?
Answer: Not know the differences.

3. The Result of Interview

The researcher did the interview to the English teacher, from this interview the researcher selected and summary the information to support the next analyses.

Interview was done to find out what kind of the students' difficulty face in using modal auxiliaries. this research served ten questions related to the topic which must be answer by English teacher.

After finishing the interview, the researcher has found what kind of the students' difficulty face in using modal auxiliaries. The result of the interview are the students almost forget the meaning and not knowing the function of modal auxiliaries. Then, the students' difficulty faces in using modal are almost in the meaning and function of modal auxiliaries. The students got difficulty in using modals, especially to know how to apply modals by the correct answer that

connected to the goal meaning of modal auxiliaries and the usage of modal auxiliaries. However, many students also still got difficulty in using the form of modal auxiliaries, but almost of them in the meaning and function. Here the result of the interview with English teacher:

1. Do you find that they have any difficulty in differences modals and verb in three singular people?

Answer: Yes, sometime. Because if they find the sentence for example “he goes to school by walking every day” and I ask them what kind of this sentence, they answered plural Mrs. And I explain how this sentence can be plural, is there become plural verb “He goes goes to the school”.

2. Could they differentiate modals and verb 1?

Answer: Yes, sometime they know if it is verb, for example “He goes to school” by using to, but in modals for example, “He can speak”, they forget that modal must followed verb 1, sometime they use “to”, so the sentence become “He can to speak”.

3. And then, how about comprehend the meaning and the function in modal sentence?

Answer: Yes, the first in using modal, the form have already correct that modal in present or past must be followed by verb 1, but when they face modal perfect usually they do mistake, because modal perfect use verb 3. It is because they can't differentiate the usage shall or would, obligation or conclusion, must, necessary or obligation.

4. Question: Do you agree that students have difficulty face in determining the function of modal auxiliaries?

Answer: yes, sometime they have difficulty face in using the function of modal, such as will or would. Then, in the usage of modal also need the differences how we talk to oldest people. For example, we shall use “would” to oldest people to make politer and they like to forget about it.

5. Question: Do you agree that students have difficulty face in applying modal auxiliaries?

Answer: Yes, because they have difficulty face in applying the function or the usage of modal. for example, the usage of “can” that should be “could” in the past.

6. Question: Do you agree that students have difficulty face in form of main verb?

Answer: Yes, because they still use “to” in the form of modal.

7. Question: Do you agree that students have difficulty face in using modal is causes the kinds of the usage in modal?

Answer: Yes, because they less in paying attention.

8. Question: Do you agree that students have difficulty face in using modal is causes of the form modal that must follow main verb without “to” ?

Answer: Yes, because they do not know the tenses and verb.

9. Question: Do you agree that students’ difficulty face in using modal auxiliaries is causes of the meaning in modal auxiliaries?

Answer: Yes, because they have less the vocabularies.

B. Result of Data Analysis

1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In the data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this research, the researcher used documentation of test, questionnaire and interview to collect the data. In this case, the researcher analyzed the data based on each instrument. Furthermore, the researcher did triangulation method. The triangulation method can be explained by the researcher as follow:

In the triangulation of method there were three methods. In this research, to utterance the students' difficulty faces in using modals the researcher used all of the instrument, they were: documentation test, questionnaire and interview.

a. Documentation of Test

Base on the data documentation test, the researcher found that the students have difficulty in using modals. Furthermore, the researcher found the students' difficulty face in using modal were: students have deep difficulty in modal of "will" by 31 errors and the less mistake in using modal is in modal of "can" by 4 errors.

From the data documantation of test, the researcher would like to conclude that the students' difficulty face in using modals were in "will". Then the less of students' difficulty face in using modal is in "can". It means that the students'

difficulty in using modals were appropriate with the theory of students' difficulty in determining ability or "could" in modal auxiliaries.

b. Questionnaire

From the result of questionnaire, the researcher found that most of the students in XI MIPA B agree that difficulty in using modal as follow:

- 1) Students' difficulty in the function of modal such as: determining ability in "could".
- 2) Students' difficulty in applying modal auxiliaries such as: modal use "s" or "es" after three singular people.
- 3) Students' difficulty in the form of main verb such as: be infinitive or to infinitive.
- 4) Students' difficulty in using modal are facing in terms of semantic function. In this theory, they don't know the meaning.

c. Interview

From the result of interview, it showed that the teacher agree with the theory of students' difficulty in using modal, and the causes of the difficulty in using modals were: form of modal, the function of modals. And the meaning. Furthermore, the causes of the students' difficulty in using modal were: they don't know the function of modal, they cannot apply modal by correctly in the sentence, they have less the vocabularies, they don't know the meaning, they don't know the tenses.

2. Data Display

Data display is second component or level in Miles and Huberman in model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data, at the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. In this case, the analysis was done based on data collected by three instrument.

a. Documentation of Test

In the documentation of test, the students have difficulty in determining ability in modal “will” by 31 errors.

b. Questionnaire

The researcher used questionnaire for the students to support the result of documentation test and interview. These questionnaire was done to know what kinds of students' difficulty in using modals. The questions were modified from the theories. Questionnaire was gives to the students in class MIPA B which consisted 25 students.

The students answer the questionnaire was based on their own words, the researcher would like to describe the students' response. The questionnaire consisted of 15 questions. It was distributed to the students by taking eighteen minutes after study in the classroom. Here the students' answered of questionnaire, the description of the students' answer that were analyzed as follow:

a. The difficulty of the differences between to infinitive and modals.

Table 13
Questionnaire Results

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|-------------------------------------------------------------|--------|--------------|------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1. | Do you find any difficulty in differentiate modal and verb? | Yes | 19 | 76% | 1. Because they still confuse. 2. Because they don't know the function of modals. 3. because they don't know the meaning. |
| | | No | 6 | 24% | 1. because they know the differences modals and infinitive. |

Base on the first question, the researcher concludes that 19 students or 76% students, most of them said that they have difficulty in differences of modals and infinitive. It means that they have problems in many aspect of modals, such as confuse in comprehension of modals material, confuse the function and meaning. 6 students or 24% students said that they have not difficulty in the differences of modals and infinitive, because they already understood with the material.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|---------------------------------------------------------|--------|--------------|------------|---------------------------------------------------------------------------------------------------------|
| 2. | Could you differentiate the verbs which ending by s/es? | Yes | 20 | 80% | 1. because they have studied. 2. Because they know the rules of simple present. |
| | | No | 5 | 20% | 1. Because they confuse the function. 2. Because they still not undersand why must be given by s/es. |

Then, in number two of the questions, the conclusion from the table above, we can see that 20 students or 80% students have no difficulty in

differences infinitive that has ending s/es. It is because of many reasons, most of them said that because they have studied it, and the rules that easy to understand. Then, 6 students or 24% have difficulty in the differences of infinitive that ending s/es. It is because of many reason, most of them said that they still confuse to comprehend and confuse about the function that why infinitive must be given ending s/es.

b. Difficulty differences between verb s/es ending or verb without s/es ending.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|---------------------------------------------------------------|--------|--------------|------------|-----------------------------------------------------------------------------------------------------------|
| 3. | Could you differentiate active verb which not ending by s/es? | Yes | 20 | 80% | 1. Because they already understood. |
| | | No | 5 | 20% | 1. Because they don't know the menaing and the function 2. Because they don't understnad how to apply. |

Base on the number three, there are 20 students or 62,5% students can differentiate infinitive which not need e, s/es ending. Most of them said that they already understand about this material. Then, the students that have difficulty in differences infinitive which not need ending s/es are only 5 students or 15,62% students. It is because many of the reasons, most of them said that they don't know the meaning and function.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|---------------------------------------------------------------------------|--------|--------------|------------|--------------------------------------------------------------------------------------------|
| 4. | Do you find any difficulty in determineing verb (infinitive) after modal? | Yes | 14 | 56% | 1. Because they don't know deeply about modals. 2. Because they don't know the meaning. |
| | | No | 11 | 44% | 1. Because they can differ modals and infinitive. |

From the table above, we can see that there are 14 students or 56% students said that they have difficulty in determine active verb after modals. The reasons of this question are they don't know deeply the material that they have studied before and they still don't know the meaning. Then, 11 students or 44% students have no difficulty in differing infinitive after modals, it is because already understood.

c. Difficulty in making modals form.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|----------------------------------------------------------|--------|--------------|------------|----------------------------------------------------------------------------------------------------------------------------------|
| 5. | Do you find any difficulty in making sentence by modals? | Yes | 17 | 68% | 1. Because they confuse how to make the sentences by English language. 2. Because they confuse the function of text what for. |
| | | No | 8 | 32% | 1. Because they know the formulation. |

Base on the five question of questionnaires, 68% students or 17 students have difficulty in making the sentences by modals. The reason of this students' difficulty are because most of them said that they are still confuse how to make the sentences by English language and also they are confusing about the function. Then, just 8 students or 32% of the students have no difficulty, it is because they know the formulation, that s + modals + verb 1 is the formulation how to make sentences in modals.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|------------------------------------------------------------------------------------|--------|--------------|------------|--------------------------------------------------------------------------------------------------------|
| 6. | Do you find any difficulty in differentiate the usage of time in modal present and | Yes | 21 | 84% | 1. Because they don't know the usage of modals preset and past. 2. Because they confuse the meaning |
| | | No | 4 | 16% | 1. Because they can make |

| | | | | | |
|--|-------------|--|--|--|-------------------------------------|
| | modal past? | | | | different depends on the sentences. |
|--|-------------|--|--|--|-------------------------------------|

From the table above, there are 21 students or 84% students have difficulty in differences the time usage of modals presents with modals pas. It is because most of them said that they don't know the usage of the time and confuse in the meaning. Some of the students said that they can make different it because its depend on the sentences. There are 4 students that can make different it or there are 16% students that have no difficulty.

d. Difficulty in the functions of modals.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|----------------------------------------------------------------------------|--------|--------------|------------|----------------------------------------------------------------------------------------------------------------------------------|
| 7. | Do you find any difficulty in differentiate the function of every modals ? | Yes | 23 | 92% | 1. Because they confuse how to use modal. 2. Because they don't know the meaning. 3. Because they don't know the function. |
| | | No | 2 | 8% | 1. Because they already known. |

Base on the number seven, the students that have difficulty in differences the function for every modal are 23 students or 92%. Most of them said that they confuse, they don't know the meaning and they don't know the function. Then, there are 2 students that already know or there are only 8% students that understand about the function of modals.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|----------------------------------------------------------------------------------------|--------|--------------|------------|-----------------------------------------------------------------------------------------|
| 8. | Do you find any difficulty in memorizing kinds of modals and characteristic of modals? | Yes | 19 | 76% | 1. Because they don't know kinds of modals. 2. Because they still not understand. |
| | | No | 6 | 24% | 1. Because they already understood. 2. Because modals is familiar and often to hear. |

Base on the number eight, the students that have difficulty in memorizing of modal are 19 students or 76% student. The reason of this difficulty are because they don't know the kinds of modals and they still confuse. Besides that, there are 6 students or 24% students have no difficulty in memorizing kinds of modals. Most of them said that they already understood and familiar with the kinds and the characteristic of modals.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|----|----------------------------------------------------------------------|--------|--------------|------------|----------------------------------------------------------------------------------------------------|
| 9. | Do you find any difficulty in differentiate the functions of modals? | Yes | 21 | 84% | 1. Because they don't know the meaning. 2. Because they still confuse how to apply. |
| | | No | 4 | 16% | 1. Because modals have been studied. 2. Because they feel the meaning of modal almost the same. |

Based on number nine of the questions, the researcher concludes that 21 students or 84% have difficulty in differences the functions of modals. Most of them said, they don't know the meaning and still confuse. So, it can make them difficult to make differences in the functions of modals. Then, there are only 4 students or 16% students that said there is no difficulty in differences modals according to the functions. Most of them said that it is because they have studied and they feel that it is easy

because the meaning almost the same. So, it makes them easy to make differences in the functions of modals.

e. Difficulty in memorizing modals.

| No | Question | Answer | Total answer | Percentage | Reason of question |
|-----|---------------------------------------------------------------------------------------|--------|--------------|------------|---------------------------------------------------|
| 10. | Could you differentiate between the function of verb (Infinitive) and verb in modals? | Yes | 11 | 44% | 1. Because they can differ modals and infinitive. |
| | | No | 14 | 56% | 1. Because they still confuse how to apply. |

Base on the ten question of questionnaires, the researcher concludes that 11 students or 44% students have no difficulty in differences infinitive and modals word. They have no difficulty because most of them said that for them it is easy because they can differentiate modal and infinitive. Then, 14 students or 43,75% have difficulty in using modals and infinitive, because they still confuse to differ it.

f. Asking the difficulty students' face in using modals.

| No | Questionnaire | Reason of the questions | Conclusion |
|-----|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 11. | What the difficulty faces that you find in comprehend of using modals? | <ol style="list-style-type: none"> 1. There are many meaning that still don't know 2. They don't know kinds of modals. 3. They fill very difficult. 4. They don't know how to make the sentences. | They still don't know the meaning, kinds of modals and how to make sentences by correctly. |

From the describing table above, we could see that the students still don't know the meaning, kinds of modals and how to make sentences by correctly.

| No | Questionnaire | Reason of the questions | Conclusion |
|-----|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 12. | What the sugges that you can give to make easier in comprehend modals? | <ol style="list-style-type: none"> 1. Do more the exercise of modals. 2. Give the meaning first. 3. Give the examples of modals. 4. Memorize modals. 5. Explains by slowly. | They need more exercises, examples, and the explanation by slowly. |

From the describing table above, we could see that the students need more exercises, examples, and the explanation by slowly.

| No | Questionnaire | Reason of the questions | Conclusion |
|----|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 13 | How can you improve your ability in making the senetnces by modals? | <ol style="list-style-type: none"> 1. Exercise. 2. Comprehend by deeply. 3. More read the books of modals. 4. Pay attention the teacher explanation. | They need the support of exercise, the material of modals, and the explanation from the teacher. |

From number thirteen, the researcher would like to conclude that the students could improve the ability in making the sentences of modal by supporting exercise, the material of modals, and the explanation from the teacher.

| No | Questionnaire | Reason of the questions | Conclusion |
|-----|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 14. | What kinds of the difficulty that you face in modals? | <ol style="list-style-type: none"> 1. The differences. 2. Because there are many kinds of modals. 3. Memorizing modals. 4. Confuse how to use. | They don't know how make differences to each modals, kinds and to use modals, also to memorize them. |

From number fourteen, the researcher would like to conclude that the students had difficulty in facing modal when they don't know how make

differences to each modals, kinds of modal, to use modals, and memorizing the modal.

| No | Questionnaire | Reason of the questions | Conclusion |
|----|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 15 | What the difficulty that you face in modal and infinitive? | <ol style="list-style-type: none"> 1. The usage and when to use. 2. Don't know the meaning. 3. Don't know the differences. 4. Don't know the function. 5. Don't know the kinds of modals. 6. Memorize modals. | They still confuse how to use modals, the meaning by correctly, differences of modals, function, kinds and memorize them. |

From the questionnaire number fifteen, the researcher would like to conclude the difficulty of the students in facing modal and infinitive were in using modals, the meaning, differences of modals, function, kinds and memorize them.

Base on the result of open ended questionnaires that the students answer, the researcher can conclude that most of them have difficulty in using modals as their subject in the school. They got confuse in the form, meaning and in the function of modals. It means that the students' difficulty faces in using modal are they don't know the meaning and the function of modals, so they have difficulty how to use modals by correctly. And the reason why students had difficulty face in using modal were the students did not know how to make differences to each modals, kinds, memorize, meaning and function of modals. So, they need more exercises, examples, and the explanation by slowly.

c. Interview

The researcher also employed interview to support the data. The interview intended to find out what kinds of students' difficulty base on the teacher's opinion. Here the result of teachers' opinion:

1. Do you fine that they have any difficult in differences modals and verb in three singular people?

Answer: Yes, sometime. Because if they fine the sentence for example "he goes to school by walking every day" and I ask them what kind of this sentence, they answered plural Mrs. And I explain how this sentence can be plural, is there become plural verb "He goes goes to the school".

It means that the students still difficult in applying modals by using three singular people.

2. Could they differentiate modals and verb 1?

Answer: Yes, sometime they know if it is verb, for example "He goes to school" by using to, but in modals for example, "He can speak", they forget that modal must followed verb 1, sometime they use "to", so the sentence become "He can to speak".

It means that the students still difficult in the form of main verb in modal auxiliaries.

3. And then, how about comprehend the meaning and the function in modal sentence?

Answer: Yes, the first in using modal, the form have already correct that modal in present or past must be followed by verb 1, but when they face modal perfect usually they do mistake, because modal perfect use verb 3.

It is because they can't differentiate the usage shall or would, obligation or conclusion, must, necessary or obligation.

It means that the students still confuse in the function and meaning of modals.

4. Question: Do you agree that students have difficulty face in determining the function of modal auxiliaries?

Answer: yes, sometime they have difficulty face in using the function of modal, such as will or would. Then, in the usage of modal also need the differences how we talk to oldest people. For example, we shall use "would" to oldest people to make politer and they like to forget about it.

It means that the students still get difficulty in determining the function of modals.

5. Question: Do you agree that students have difficulty face in applying modal auxiliaries?

Answer: Yes, because they have difficulty face in applying the function or the usage of modal. for example, the usage of "can" that should be "could" in the past.

From the question number five, it means that they have difficulty face in applying modals.

6. Question: Do you agree that students have difficulty face in form of main verb?

Answer: Yes, because they still use "to" in the form of modal.

From the question answer above, researcher can conclude that the students still confuse in the form of modal that must follow be infinitive or without “to”.

7. Question: Do you agree that students have difficulty face in using modal is causes the kinds of the usage in modal?

Answer: Yes, because they less in paying attention.

It means that the causes of the students’ difficulty face in using modal auxiliaries are kind of the usage at modal auxiliaries and they have no pay attention.

8. Question: Do you agree that students have difficulty face in using modal is causes of the form modal that must follow main verb without “to” ?

Answer: Yes, because they do not know the tenses and verb.

It means that the causes of the difficulty students face in using modal is because the rule of modal that must follow main verb and they do not know tenses and verb.

9. Question: Do you agree that students’ difficulty face in using modal auxiliaries is causes of the meaning in modal auxiliaries?

Answer: Yes, because they have less the vocabularies.

It means that the causes of the students’ difficulty face using modal auxiliaries is because they have less vocabularies.

From the result of interview, it could be said that the students have difficulty in determining the function of modal, how to applying modal by correctly, the form of modal and kinds of modal. Then, the causes of students

difficulty faced in using modal were because the students had less the vocabulary, tenses and less in payed attention.

3. Data Conclusion

Conclusion is the third level in model qualitative data analysis. In this part the data explained to be deeply in order to make a finding of the research. During the documentation of test, questionnaire and interview the teacher, the researcher found that students' difficulty faces in using modal as follows:

a. Documentation test

From the documentation test the researcher got the conclusion that the students had the deep difficulty in using modal was in "will" by 31 errors and they had the low difficulty in using modal was in "can" by 4 errors.

b. Questionnaire

From the questionnaire, the researcher would like to conclude that the students had difficulty in applying modal after singular person by correctly, students got difficulty in the form of modal, meaning and function of modals. It means that the students' difficulty faces in using modal are they don't know the meaning and the function of modals, so they have difficulty how to use modals by correctly.

c. Interview

From the interview of the teacher, the researcher would like to conclude that the students had difficulty in applying modal after singular person by correctly, students had difficulty in the form of modal, student's difficulty

in determining the function of modal, student had less the vocabulary, students had difficulty in memorizing modal.

B. Discussion Findings

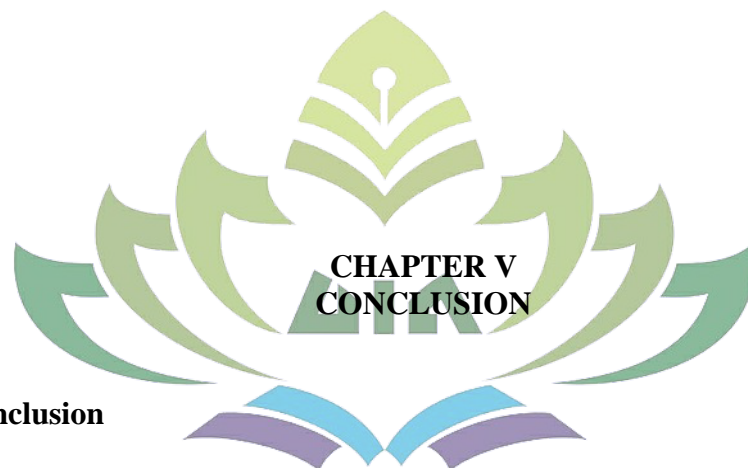
In this part, the researcher would like to discuss about the finding of what kinds of students' difficulty face in using modals as the formulation of the problem in this research. The researcher discussed the students' difficulty in using modal. this research was composed by the participants of the researcher; they were the students of class eleventh MIPA B class in the first semester in the academic year of 2018/2019 that had been sample.

The researcher employed documentation test of the students, questionnaire of the students and interview of the teacher, in order to know what kinds of students' difficulty face in using modals. Having conducted the research, the researcher found the students' difficulty face in using modal at MA Al-Fatah Natar, South Lampung.

In addition, during the research the researcher found that the students had the deep difficulty in modal of "will", difficulty in the form of modal, determining the function of modal, and how to applying modal. furthermore, the students were still lack in differences between form of modal which must follow be infinitive, modal by the third singular person that must not adding "s" or "es", and memorize modal. They also less in vocabulary, tenses and meaning, so they were still difficulty to understand modal.

Base on the result of the problems above, it can be concluded that the students' difficulty faces in using modal explained in the theory were happened to the students, that is in line with Dita theory that the student's difficulty in determining ability,

willingness and request of modal. And also the theory of Raimés and Sudirman that students' difficulty related to the applying modal and the form of the main verb in modal. Furthermore, finding of this research also supported by Acta that students' difficulty in using modal is in the function of modal. After the researcher analyzed and found the finding of the research, hopefully the researcher gave the contribution of the research to better way. Mastering in using modal should be supported by master vocabulary, tenses and understanding.



A. Conclusion

Based on the data analysis discussed in the results of documentation test, questionnaires and interview, it can be concluded that the students' difficulty face in using modal were in determining the function of modal, form and how to apply modal by correctly. And the deep difficulty in using modal was in modal of "will".

B. Suggestion

Base on the conclusion above, the researcher would like to suggest some suggestion as follow:

1. For the English Teacher

- a. The teacher had better give more attention and motivation to their students by practice their English and give more exercise especially in using modals.
- b. The teacher should increase the students' knowledge, metacognitive, and vocabulary by giving the material deeply about modals, examples of modals and do more the exercise.

2. For the students

- a. The students must be serious in learning process, especially in learning modals.
- b. The students have to increase their motivation in studying grammar especially in modals.
- c. The students should increase their previous knowledge and memorize vocabulary.

3. For the school

- a. School should provide some more English books for studying the students. By provide many books of English books, the students can read and read the material of modals, see more the exercise and do more the exercise. So, the students can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency.

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