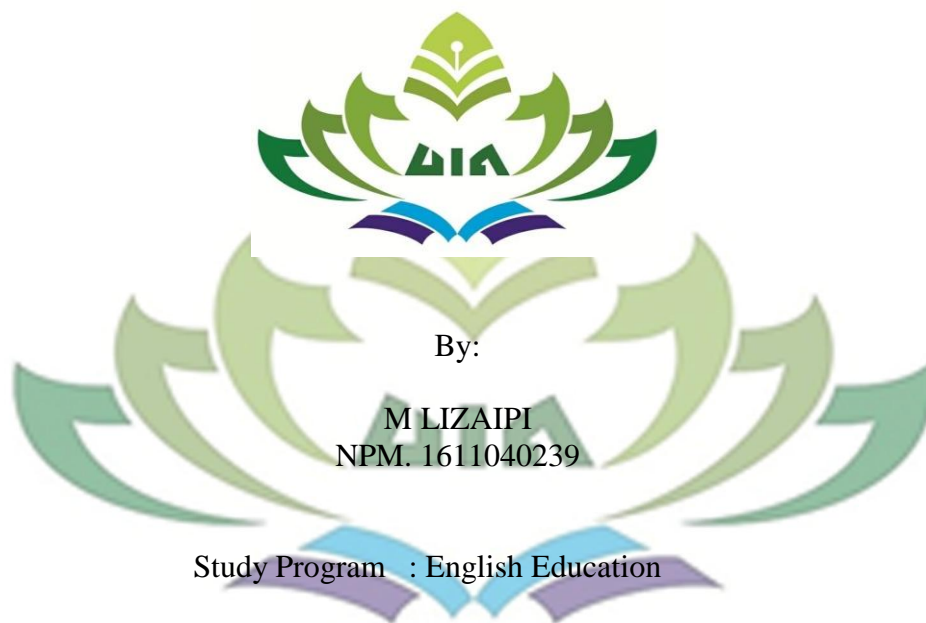


**AN ERROR ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN USING
MODAL AUXILIARY CAN AND COULD**

A Thesis

Submitted to the English Department as a Particular Fulfillment of
Requirement for S1- Degree



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2020/2021**

ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN USING MODAL AUXILIARY CAN AND COULD

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The aim of this research is to know kind of grammatical errors are made by the students in using modal auxiliary can and could writing based on surface strategy taxonomy. Based on the preliminary research there are many students still confuse how to use them in written in the class. It showed the students' score in grammar modal auxiliary was still low. It can be seen from the students' score in grammar modal auxiliary, which shows that there were 69.2% of the students obtained score under minimum of criteria score.

The subject of this research was students of eight grade of SMPN 15 Bandar Lampung. It consists of 29 students. The writer took a class to conduct the research using purposive sampling technique. In this research, the researcher uses document of student's writing as research instrument. After getting the data, the writer analyzes the students' error and classify into surface strategy taxonomy.

Based on the result of the students' error in using Modal Auxiliary Can and Could. it was found that the four types of error in this research, they were addition, omission, misformation, and misordering. They were 36 errors of addition, 7 errors of omission, 39 errors of misformation and 5 errors of misordering. Total of errors are 87 errors. The dominant error of the research were misformation. It was assumed that the students' face difficulty to determine an appropriate modal auxiliary can and could in writing sentences. The students' problem in learning modal auxiliary can and could were the students confuse how to use modal can and could and the students have not understood the material.

Keywords: *Error Analysis, Grammar, Modal auxiliary Can and Could.*



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DECLARATION

Hereby, I state this thesis entitled “An Error Analysis of Students’ Grammatical Error In Using Modal Auxiliary Can and Could” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾
وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

The Meaning :

“The in fact with difficulty there is convenience. So when you have finished (of an affair), keep working hard (for other matters) and only in God you hope” (Al-Insyirah : 5-8).



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

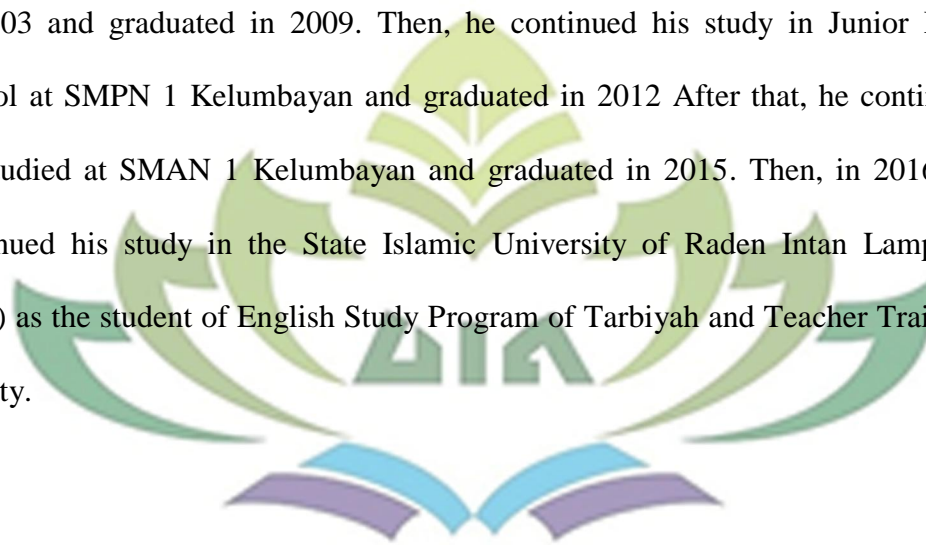
1. My beloved parents, Mr. Silahuddin and Mrs. Sahliyana who always pray, support and guide me to be success in my study and in my life.
2. My beloved big family who always support my study.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

The researcher's name is M Lizaipi. He is called zipi. He was born in Penyandingan on november 07th, 1997. He is the first child of Three siblings of Mr. Silahuddin and Mrs. Sahliyana. He has two beloved young brothers, their names are Hikmatulloh and Ropik.

The researcher began his study in Elementary school at SDN 1 Penyandingan in 2003 and graduated in 2009. Then, he continued his study in Junior High School at SMPN 1 Kelumbayan and graduated in 2012 After that, he continued his studied at SMAN 1 Kelumbayan and graduated in 2015. Then, in 2016, he continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “An Analysis of Students’ Grammatical Error In Using Modal Auxiliary Cand and Could” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank :

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, April 2021
The Researcher,

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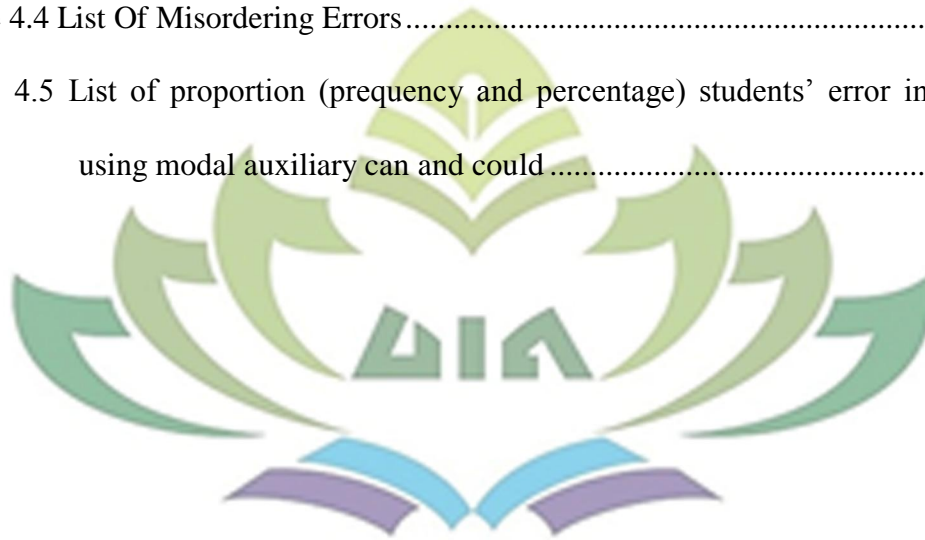
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important and become communication tool of human in their social life. Language also is system of message in talking and writing use by people of a particular country.¹ We all know that there are many of languages in whole the world.

In Indonesia, students who learn English are expected to master all language skills, so do English Education students. They are required to communicate in English well. English learning has main concern on the mastery of language competences to achieve functional level for communication both spoken and written. Therefore, students are demanded to earn spoken and written products such as short functional texts, transactional texts, essay, etc.

English subject has four language skills to be mastered by students as the goal of learning English. Those language skills are listening, speaking, reading, and writing. Listening and reading are referred as receptive skills, it is related with inputs which are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred as productive skills, it is related with outputs or products which are produced by students after getting inputs from listening and reading activities. However, all of the skills are to be improved in the process of teaching and learning English.

Among the four skills above, writing is the most difficult one to be learnt by students. Writing needs broad knowledge and deep thinking process to produce words, sentences, and paragraphs at the same with good English grammar. Writing is difficult to learn because the writer should involve a process that includes planning, organizing, and revising to present meaning in words or sentences. It means that writing requires capability at organizing and combining information into cohesive and coherent paragraphs and texts in order to be

¹ Victoria Bull, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 2008), P.247.

understandable. Because writing is not simple and easy, the students need to practice a lot in writing to make a readable and meaningful writing.²

Grammar is one of sub-subject in English learning which is complicated to studied. Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning.³

Then, it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning. Thus, the researcher was interested to do research related with grammar of language that cannot separated from the language it self.

The importance of grammar is also strengthened according to Kalend O. He states “Having a good grammar system of a language.⁴ learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers, language without grammar would be disorganized and causes some communicative problems.

Writing is one of important skill in learning English. To write the English, we have to master the grammar it self. SMPN 15 Bandar Lampung for example, most of the students did not understand about grammar. Grammar has part of speech such as noun, pronoun, adjective, adverb, verb, preposition, conjunction, determiner, and interjection. So when we understood the part of speech specifically. It makes our writing just matches with the grammar rules and it also increases the student’s comprehension of grammar.

We have to know every part in detail to prevent us from grammatical errors.⁵ It means that we have to learn part of speech in detail as noun in detail example and the others. So when

² Banjar Putri Kumala, UMS, Semarang, An Analysis of Grammatical errors on Student’s Writing. P 1

³ www.digilibpetra.university.com (accessed on October 23, 2011).

⁴ Mr. kalend.O. *Grammar in use (speech presented at seminar farewell at BASIC ENGLISH COURSE/BEC pare Kediri, indonesia, 2006).*

⁵ Jack Umstatter, *The Grammar Teacher’s Activity a Day, (1st)* (San Francisco :Jossey Bass, 2010), p.2.

we understood the part of speech specifically it makes our writing just matches with the grammar rules.

Modal auxiliary is parts of grammar. There are some usage of modal auxiliary for example, modal auxiliaries are functional words that help verb forms to express specific meaning such as ability, probability, possibility, obligatory, etc. In this case, the researcher did the research about students grammatical error in writing modal Can and Could. Because according to preliminary research, the teacher said that the eighth grade student still confuse how to use can and could properly when they had assignment to write the sentences. The teacher also said that modal auxiliary especially can and could was the problem that the most student met. Therefore, the researcher was interested to analyze students' grammatical errors in using modal auxiliary can and could.⁶

Table 1.1
Students Score In Grammar Modal Auxiliary Eighth Grade Of
SMPN 15 Bandar Lampung In Academic Year 2019/2020

Grades	Students Score		Number of Students
	< 70	≥ 70	
8A	23	9	32
8B	19	13	32
8C	22	10	32
8D	20	11	31
8E	19	12	31
8F	22	7	29
8G	25	6	31
8H	24	7	31
8I	19	13	32
8J	14	10	24
8K	18	3	21
Total	225	101	326

Source: Teacher's data score of students of 8th grade of SMPN 15 Bandar Lampung 2019/2020.

According to the table above, 69,02% of students obtained score under minimum of criteria score. It sign that most of students still confuse in using the modal auxiliary. The researcher did the interview to English Teacher of SMPN 15 Bandar Lampung. She told

⁶ Interviewed by the English teacher

much information about the English teaching and learning process of their classes. The teacher stated the English students' abilities of her students were average. There were some students had a good ability or had a basic of English, but some others were still low yet.

There have been several researches that discussed about can and could, they were: Firstly, the research was done by Lu'Luil Maknun in 2015 with the title "*An Error Analysis on Students' Using Modal Auxiliaries Can and Could*". The aims of this research is to know the kind of grammatical error on modal can, could and the causes of error in English Learning Modal Grammatical Can and Could.⁷

Secondly, the research was done by Nia Kurniati in 2019 with the title "An Analysis of Student' Difficulties In Using Modals At The Second Semester of The Eleventh Grade of MA AL-FATAH In The Academic Year of 2018/2019". The aims of this research is: "to find what kind of difficulty faced by the students in using modal auxiliary."⁸

The basic differences of those researches are the subject of this research, and focus on modal auxiliary Can and Could. The first research focused on grammatical error and causes of grammatical error on Can and Could. The second research focus on what kind of difficulty faced by the student in using modal auxiliary. The writer chooses different subject of the research and focus on the students' error in using modal auxiliary Can and could by surface strategy taxonomy. Considering the elucidations above, the researcher was interested in conducting the research entitled *An Analysis of students Grammatical error in Using Modal Auxiliary 'Can' and 'Could' at the second Semester of Eight Grade SMPN 15 Bandar Lampung*.

⁷ Lu'luil Maknun, *An Error Analysis on Students' Using Modal Auxiliaries Can and Could*, (Jakarta,2015), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/29703/3/LU%2C%20LUIL%20MAKNUN%20-%20FITK.pdf>. Accessed on January 20th 2020..

⁸ Nia Kurniati, *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*. <http://repository.radenintan.ac.id/8164/1/SKRIPSI%20NIA%20KURNIATI.pdf>. Accessed on January 20th 2020..

B. Identification of the problem

Well from the problem above we can identify that the problem found in SMPN 15 Bandar Lampung as follow:

1. The student missed in putting can and could in the sentences of writing form.

Hence, this research observed about students' ability when they were putting modal auxiliary can and could in the sentences.

C. Limitation of the problem

In this research, the researcher conducted an observation to students error in using modal auxiliary by themselves. The researcher analyzed the student error in using modal auxiliary by surface strategy taxonomy, but because impossible for the researcher to measure all of the aspect of modal auxiliary so the researcher limited the researcher only on using modal auxiliary can and could accuracy of the students when they wrote sentences, and the researcher only conducted research in class VIII of SMPN 15 Bandar Lampung.

D. Formulation of the problem

In the relation to the background that has been explained before, the writer formulates the research problem as follows:

1. What kind of grammatical errors made by the students in using modal auxiliary can and could on the sentences based on surface strategy taxonomy?

E. Objectives of the problem

1. To know kind of grammatical errors made by the students in using modal auxiliary can and could on the sentences based on surface strategy taxonomy.

F. The Significances of the Research

The significances of the study are explained as follow:

1. Theoretically

This research can be used as a reference for the writer who has an interest and conducts the similar research

2. Practically

a. Teacher

This research can help the teacher to know the students' error in using modal auxiliary can and could. It also will help the teaching learning process.

b. Students

This research can inform students about their error in using modal auxiliary can and could. Thus, it will give positive effect on their English achievement.

G. Scope of the Research

1. Subject of the research

The subject of the research is the students at the second semester of eight grade of SMP Negeri 15 Bandar Lampung in 2019/2020.

2. Object of the Research

The object of the research is an analysis of students' abilities in using modal auxiliary can and could.

3. Place of the Research

The research is conducted at SMP Negeri 15 Bandar Lampung.

4. Time of the Research

The research is conducted at the second semester of eight grade in 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Error Analysis

Errors are not bad habits to be eliminated by learners. Instead, that learners' error can provide insight into the learning process. Errors can be improvement in the learning process.

⁹Teacher need to know specifically about the student's error. The teachers should make a careful study on it. The most common way used to study the error is through the familiar with us "Error analysis"

Error Analysis has an important role in the study of language acquisition In general and in examining second and foreign language in particular. Error analysis is advantageous for both learners and teachers. For learners, it needed to show in what aspect in grammar which is difficult for students. ¹⁰ Error analysis is an invaluable source of information to teacher. It provides information on students' errors which in turn helps teachers to correct students' error and also needed by teachers to evaluate themselves whether they are successful or not in teaching. ¹¹

Error analysis is an activity to reveal errors found in writing and speaking. Richard state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials. ¹²

Based on statement above, it can be asserted that error analysis is procedure used by study the observable errors that the learners make by describing, classifying and evaluating about

⁹ Ekaning Krisnawati, "Error or Mistake? Incorrectness in Students' Answers in a Subject-Matter Examination," *International Journal of Language Learning and Applied Linguistics World* 4, no. 4 (2013), p. 186.

¹⁰ Sunardi Hasyim, Error Analysis in the Teaching of English, *K@ Ta* 4, no. 1 (2002), P. 42.

¹¹ A Ratnah, Error Analysis on Tenses Usage Made by Indonesian Students, *Journal of Education and Practice* 4, no. 6 (2013), p. 159.

¹² *Ibid*,p.43.

students error, the procedures of error checking are: firstly underlining the errors items. Secondly, signifying the errors items. Try to assess the student errors in number of omission, addition, misformation, and misordering for the technique of describing.

B. Concept Mistakes and Errors

As language learners are bound to do some errors and mistakes. It is general to distinguish between errors and mistakes. Mistakes are caused by the learners is not putting into practice something what they have learned, while errors are caused by the learners trying out something completely new and getting wrong. Mistakes reflect occasional lapses in performance because the learners are unable to perform what they know, Errors reflect gaps in a learner's knowledge, it occur because the learners do not know what is correct.¹³

Error is the flawed side of learner speech and writing. They are those parts of conversation or composition.¹⁴ Mistakes refers to students's errors based on the alleged wrong or failure to use a certain system that is already known. It's mean the students actually have to recognize, know, and understand the pattern of certain in use language. But, there are slip of the tongue, grammar irregular, a fault in remember or even physical factors such as exhausted and emotions uncontrollable.

Error refers to the error of the students in terms of understanding. So, the error that seemed here is not because of the technical factor like: slip of the tongue but the error that seemed are the error that describe that students have not recognize, know, and understand the pattern of the language used.

The students often make errors in learning English process. When they attempt to create and organize the words become sentences by using tenses, most of them write sentences ungrammatically. Ungrammatical errors have a big influence when the students write a sentences that can be influenced by the first language which is different from the second

¹³ Krisnawati, Error or Mistake? Incorrectness in Students' Answers in a Subject-Matter Examination.

¹⁴ Heidi Dulay and others, *Language Two*. (ERIC, 1982).

language in written form. Teacher and mothers who have waged long and patient battles against their student's or children's language errors have come to realize that making errors is an inevitable part in learning. People can not learn language without first systematically committing errors.¹⁵ It means that if the teacher know what the types of error done by students it could make the teacher easier in teaching the goal of learning. Students can develop their errors through error analysis.

C. Classification of Error Analysis

Dulay, Burt and Krashen Suggest there are four kinds of error taxonomy namely Linguistic category taxonomy, Surface Strategy Taxonomy, Comparative taxonomy, and Communicative effect taxonomy.

1) Linguistic Category Taxonomy

Dulay, Burt and Krashen explain linguistic category taxonomy classify errors in term of where the error is located in the overall system of the target Language based on the linguistic item which is a affected by the error. It indicates on what level of language the error is located: in phonology, graphology, grammar, lexis, text or discourse.¹⁶

2) Surface Strategy Taxonomy

The surface strategy taxonomy is classification system based on the ways in which the learner's erroneous version is different from the presumed target version.¹⁷ For example, learners may omit necessary items of add unnecessary ones, they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner's recontruction of the new language or language being learned. It also makes us aware that learner's errors result from their active way in using the interim principles to produce that target language. There are four

¹⁵ *Ibid*,

¹⁶ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (Routledge, 2013), p. 104.

¹⁷ *Ibid*, p. 106.

further subtypes taxonomy can operate: omission, addition, misformation, misordering, and plus a fifth a (blends).

3) Comparative Taxonomy

The classification of error in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. If we are use comparative taxonmy to classify the errors of an Indonesian learning english, we might compare the structure of the student's error to that of errors reported for children acquiring english as a first language.

In the research literature, second language errors have most frequently been compare to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue.¹⁸

4) Communicative Effect Taxonomy

This type taxonomy classifies errors based on the perspective of their effect on the listener or reader . it deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that error that reflect the overall o this taxonomy, categorize error into Global Error and Local Errors.¹⁹

This research uses surface strategy taxonomy to analyze the students errors, because the surface strategy taxonomy focuses on aspects on the error themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the error in using grammar are closely connected to the students ability in compasing writing greeting card.

D. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is classification system based on the ways in which the learner's erroneous version is different from the presumed target version.²⁰ According to Dulay et al surface strategy taxonomy highlights the ways surface structure are altered.

¹⁸ Dulay and others, *Language Two* (New York: Oxpord university Press 1982), p. 163.

¹⁹ *Ibid*, p.189.

²⁰ James, *Errors in Language Learning and Use: Exploring Error Analysis*, p.106.

Learners may omit necessary items or add unnecessary ones, they may misform items or misorder them.²¹ By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner's reconstruction of the new language being learned. It also make us aware that learners' error result from their active way in using the interim principles to produce the target language. Furthermore, under this category, errors can be classified into four types: Omission, addition, misformation, and misordering.

1) Omission

Dulay et.al , states that omission errors are characterized by the absence of an item that must appear in a well – formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morpheme are omitted more than others.²² As an example: I can brave with them. It should be I can be brave with you. The underline word is omitted in which should appear in well formed utterance. It is the verb be that should have come after the can. Most error are found in the formation of modal auxiliary can and could e.g. Riska canot cook well. It should be Riska cannot cook well. The underline word is omitted in which should appear in well formed utterance. There has omission of that should have n for cannot.

2) Addition

Addition errors are the opposite of omission. This error is characterized by the presence of an item which must not appear in a well – formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules.²³ There are three types of addition; they are double marking, regularization, and simple addition. These are the explanation:

²¹ Dulay and others, *Language Two*, (New York: Oxford University Press 1982), p. 150.

²² *Ibid*, p.154.

²³ *Ibid*, p.156.

a. Double Marking

Double marking happens when be placed before verb. It is a mistake because be has the same feature as a verb so that be cannot be used with verb. Eg:

(Erroneous) : she can be come there.

(Correct) : She can come there.

b. Regularization

Errors in which cannot is typically used in statement sentences and the time is present. Using could not in statement sentences or in present form of the sentences is totally a mistake. Put cannot to past form of sentences is erroneously. Misuse in using cannot or could not in wrong sentences are called regularization errors. The examples of this error can be seen in the term of statement or present sentences and past form sentences. The learner often places cannot in the past form of sentences in which it should be could not.

As an example in the sentence:

(Erroneous) : Ratih cannot come to her grandmother house last month. There has regularization of cannot and could not, could not commonly used in present. It should be cannot if the sentence is present time.

(Correct) : Ratih could not come to her grandmother house last month.

c. Simple addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. As an example in the sentence:

(Erroneous): She can plays the game

There has simple addition of verb one after modal.

(Correct) : she can play the game.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission error the item is not supplied at all, in misformation error the

learner supplies something, although it is incorrect.²⁴ Dulay et.al mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which could not is used in place of cannot, as in this sentence below that is a statement that need to use cannot rather than could not because could not is for the past form. As an example in these following sentence:

(Erroneous) : He could not ride his motorcycle

There is wrong change of verb ride, it should be rode.

(Correct) : He cannot ride his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. As an example in this following sentence:

(Erroneous) : this pencils can mine.

This is not appropriate for the noun (mine) without be as a verb.

(Correct) : these pencils can be mine.

c. Alternating form

Alternating forms are caused by the use of archi – forms that often gives way to the appropriately fairly free alternation of various members of class with each other. As an example in following sentence:

(Erroneous) : I can write a letter yesterday

The form of can is misuse in that sentence because the sentence is about the past. It suppose to be could.

(Correct) : I could write a letter yesterday.

²⁴ *Ibid*, p.158.

4) Misordering

These errors are characterized by the incorrect placement of morphemes in an utterance.²⁵

As an example in following sentence: Putri know can why is he angry. Is should be, Putri can know why he is angry.

E. Concept of Writing

1. Definition of Writing

Writing is one of the important think from four basic skills in English learning. By writing someone is giving time to think, trying ideas on paper, choosing words, reading what have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

Writing is not the same as speaking. Writing takes longer time to think up for expressing opinions. It is different from speaking that spontaneous and it did not take long time for expressing opinion.²⁶

According to Alice Oshima and Ann Hogue writing is a progressive activity.² It means that when someone first write something down, it has already been thinking about what are going to say and how are going to say it. Then after finishing it, read over what have written and make changes and corrections. Therefore, writing is never a one-step action, It is a process that has several steps.²⁷

According to Monaghan writing is thinking on paper.²⁸ It means, the important thing of writing for the students is to express feelings and produce in their own language on the paper. The students hopefully can convey ideas, feelings, desires and knowledge by writing.

According to Harmer writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives

²⁵ *Ibid*, p.162.

²⁶ Geoffrey Broughton et al., *Teaching English as a Foreign Language* (Routledge, 2002), p.116.

²⁷ Alice Oshima, Ann Hogue, and others, *Introduction to Academic Writing* (Pearson/Longman, 2007), p.2.

²⁸ Connie Monaghan, *Effective Strategies for Teaching Writing* (Evergreen: The Faculty of The Evergreen State College, 2007),p.1-2.

students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.²⁹ It means, writing is an activity to make students creative and it makes students able to think up ideas that it can be implemented in writing. It can help and improve students writing.

According to Bowker writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary.³⁰ It means that if someone has many problems or tell what happened, writing an email or in diary book is solution for telling their activity or problems.

Depend on definition above, the writer concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write. Writing is a way to develop an idea, express arguments, feeling and thoughts in the form of word in sentences. This language skill is used to communicate with others by writing.

F. Grammar

Grammar is rules for forming word and making sentences.³¹ In other words, grammar is procedure to arrange the words and create the sentences. The grammatical units of English are words, phrases, clauses and sentences.³² Thus, if talking about grammar it is not only about words and sentences. There are some of grammatical units such as: word, phrase, clause, and sentences.³³

²⁹ Jeremy Harmer, *How to Teach Writing. Edinburgh Gate* (Pearson Education Limited, Longman, 2004), p. 33.

³⁰ Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing* (Massey university, 2007), P.2.

³¹ Victoria Bull, *Oxford Learner's Pocket Dictionary* (London, Oxford University Press, 2008), P. 193.

³² John Eastwood, *OXFORD GUAIDE TO ENGLISH GRAMMAR* (New York, Oxford University Press, 2002), p.1.

³³ *Ibid*, p.2

G. Modal Auxiliaries

1. The Definition of Modal Auxiliary

Modal auxiliary or called modal verb may sound difficult but in fact they are easy. They are invariable (no conjugation). And the main verb is always the bare infinitive (without to). Modal auxiliary 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.³⁴ There are the modal verb can, could, may, might, must, will, would, shall, should, ought, and need.

They are different from the other three auxiliary verbs (*do*, *be* and *have*). In two ways. Firstly, they have special grammatical features (for instance, they have no infinitive and the third person singular has no S). And secondly, most modal verbs have not only a grammatical function, but also a dictionary meaning for instance, must can mean be obliged to (*do*, *be* and *have* do not really have meaning) of this kind when they are used as auxiliary verbs).³⁵

Modal verb is technique one of these verb form: can, could, may, might, shall, should, will, would, must, ought to, need, had, had better and dare. They are all used with other verb to change their meaning by expressing ideas such as possibility, permission, or intension.³⁶

Modal verb is different from auxiliary verb (or helping) verbs that are used together with other verbs to help them particular grammatical functions or meaning (for instance, to make questions, or to form tenses). In English, a lot of important meaning are expressed by changes in the verb, for example: questioning, negation, time, completion, continuation, repetition, willingness, possibility, and obligation. But English verb do not have may have different

³⁴ Michel Swan, *Practical English Usage*, (Oxford University Press. 1980), P. 90.

³⁵ Schramper Azar Betty, *Understanding and Using English Grammar. 2-d Edition* (Prentice Hall Regents, 1989), p.68.

³⁶ *Logman Dictionary*, P.916.

forms, (e.g. *see, sees, seeing, saw, seen*). So to express these meanings, a number of auxiliary verbs are used such *do, be and have*.

Do is used to make question and negative form of simple past tenses, and some other purpose, **Be** is used with participles (*-ing* and *-ed* form) to make progressive and passive verb-form. **Have** is used to make perfect verb forms. **Do, be and have** also have other non auxiliary uses.³⁷

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

2. Kind of Modal Auxiliaries

In English, such verbs have largely replaced subjunctive mood, and three kind of modality can be distinguished for them:³⁸

- a) Epistemic modality, which express a judgement about the truth of a proposition (whether it is possible, probable, or necessary true): *Deni may be in his home*.
- b) Deontic modality, which involves the giving of directives (in terms of such notions as permission and obligation) : *you must leave immediately*.
- c) Dynamic modality, which describes such properties as ability and volition to the subject of the sentences : *I can come*. Often the same modals verb is used for more than one kinds of modality: *may*, for possibility (*it may rain tomorrow*) and permission (*you may smoke now*): *must* for necessity (*the plane must have landed by now*). And obligation (*I must go*).

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

³⁷ Michel Swan, *Practical English Usage*, p. 91.

³⁸ http://www.encyclopedia.com/doc/1029-MODAL_VERB.html

similar expression such as: be able to, be going to, be supposed to, be to, have to, have got to, used to.³⁹

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

- a) **Permission/Possibility/Ability**: can, could, may, might
- b) **Obligation/necessity**: must, should, had, had better, have (got) to, ought to, be supposed to.
- c) **Volition/prediction**: will, would, shall, be going to.⁴⁰

Can and could are modal auxiliaries that used to assist verb to express ability, possibility, and permission. Like other modal auxiliaries can and could are usually placed before the predicates of the sentences in positive sentences, for example: I can sing, he could play football. In negative sentences, modal need Not between modal and verb, for example: I can not sing, he could not play football. In interrogative sentence, for example: can I sing? Could he play football?

3. Sentences Pattence of Modal

Sentence is a group of word that contains at least objective and one verb. A sentence expresses a complete thought.⁴¹

- a) Positive sentence

The pattern of modal auxiliaries in the positive sentences is:

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

e.g: Deni can speak English well

³⁹ Betty, *Understanding and Using English Grammar. 2-d Edition*, p. 68.

⁴⁰ Stig Johanson, Geooffy Leechand Doughlas Bibes, *Logman Grammar of Spoken and Writting English*, (London: Edinburgh gate 2000), p.485.

⁴¹ Oshima, Hogue, and others, *Introduction to Academic Writing 3rd Edition*, (New York: pearson education, inc. 2007) p.11.

b) Negative sentences

The pattern of modal auxiliaries in the negative sentences is:

S + modal auxiliaries + not + v (infinitive without to + o/c)

e.g:Deni can not speak English well

c) Interrogative sentence

The pattern of modal auxiliaries in the interrogative sentence is:

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

e.g: Can he speak english well?

H. Modal auxiliaries: Can and Could

1. Usage of modal: can and could

Can is used informally to request permission, especially if the speaker is talking to someone he/she knows fairly well.⁴² The detail functions of can are followed:

a) To express the ability.

e.g: I can speak three foreign languages

b) To express request to someone else for doing something

e.g: can you help me?

c) To express asking and giving permission.

- Asking permission

e.g: can I go home now?

e.g: can i use your dictionary?

- Giving permission

- *e.g: you can go home now*

e.g: you can smoke here

⁴² Betty, *Understanding and Using English Grammar. 2-d Edition, p.68.*

d) To express possibility.

e.g: He can be a good teacher in the future

e) To express offering something to someone else.

*e.g: can I get you some tea?*⁴³

The detail functions of **could** are followed.

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

e.g: I could go now, if I wanted to. (I do not want to)

b) **Could** is used to request permission. It is somewhat more formal and polite than can.

e.g: Could I borrow your book?

c) **Could** is used to express the ability in the past.

*e.g: When I was younger, I could run fast.*⁴⁴

d) **Could** also express the possibility

e.g: He could be very busy at that time

2. Meaning of Modal Auxiliaries: Can and Could

According to Michael Swan, there are five meanings can and could, namely to express ability, to show possibility, to indicate permission, offers, to express request and order.⁴⁵

A. Ability: Can and Could

1) Present, past and future

Can is usually used to talk about the present, or about general ability.⁴⁶

- *You can certainly cook, even you can not do anything else.*

Could is used for general ability, to say that you could do something anytime you wanted to.

- *She could sing like an angel when she was a kid*

⁴³ Silver Goridas Sukur, Complete English Grammar For TOEFL, Yogyakarta Indonesia 2007.

⁴⁴ Betty, *Understanding and Using English Grammar. 2-d Edition*, p. 169.

⁴⁵ Michel Swan, *Practical English Usage*, p.125.

⁴⁶ *Ibid*, p.128.

To talk about future ability, **can** is often possible when people make present decisions about future ability.

- *We can talk about that later*

2) Conditional could

Another meaning of **could** with expresses an ability, can also be found in conditional sentences such as:

- *I could have a really good time if I had a flat of my own*
- *I could break your leg, if i want!*

B. Possibility: Can and Could

Another meaning of **can** and **could** is to show possibility of something. Detail explanations are as follow :

1) Theoretical possibility

Can is used to say that events and situations are possible (without taking anout the chances of them actually happening).

- *How many elephant can fit into a mini?*

Sentences with **can** often give information about the characteristic behavior of people things.

- *Netherland**can** be very warm in october*
- *Gold **can not** be dissolved in hydrochlic acid.*

To talk about the past, **could** is used

- *My mother **could** be very unpleasant at times.*

Can also used to make suggestions about possible solutions to a problem, or possible actions.

Here there are three choices: we **can** go to the police, we **can** talk hani ourselves, or we **can** forget all about it.

What can we do ? We can try asking hani for help. Can we meet again tomorrow?

In order to make suggestions more tentative –less strong or definite the writer used could.

- *We could try asking hani, if you think it's a good idea.*
- *Could we meet again tomorrow?*

suggestion are sometimes really request or orders.

- *You could give me a help with the cooking*

2) Change

a. Future possibility

The writer don't use can to say that there is a change that something will happen. Could is used to give the idea that something is just possible, but not particularly likely

- *We could go climbing this summer, but i doubt if we will have time.*
- *It could rain later on this evening.*

b. Present Possibility

Could are also used to say that something is possibly true at the moment of speaking.

- *You could be right, but i do not think you are.*
- *This could be your big chance.*

Can is sometimes used to talk about present possibility, but only in question and negative sentences.

- *Who can that be at the door?*
- *It can be true, she must be mistaken⁴⁷*

⁴⁷*Ibid.*, p. 130.

C. Permission : Can and Could

Can and could also have meaning to indicate permission. The following details are the use of can and could to express permission.⁴⁸

1) Asking for permission

Can and could are all used in asking for permission. Can is probably the commonest of two (though some people consider that can is not correct)

- *Can i have a drop more whisky*

Could is rather more hesitant than can, and is used when you are not sure that you will get permission (or when you do not want to sound too sure).

- *Could I ask you something, if you are not too busy?*

2) Giving Permission

When someone gives permission, he/she uses can, but not Could. (could is suggest respect, so it is more natural in asking for permission that in giving it).

- *Could I use your phone? – yes, of course you can. ‘(Not...of course you could)’.*

3) Reporting permission

When the writer talks about permission that has already been given, may is not usually used.

- *It's not fair joey can stay up till ten and have to go to bed at eight. (not...joey may stay up....?)*

- *Can you park on the pavement in your country? (not:...may you..?)*

In the past, could is used to say that one was allowed to do something at any time (General permission).

- *When I lived at home, I could watch TV whenever I wanted to.*

But the writer do not use could to talk about permission for one particular action in the past.

⁴⁸*Ibid.*, p. 131.

- *I was allowed to see her yesterday evening. (Not : I could see her).*

D. Offers : Can and Could

Can and Could are also often used to offer something to another people. To make offers more polite could is used more appropriate than can. The following example are some of the use when could and can express offers.

- *I can lend you the money till tomorrow, if you need it.*
- *I could do shopping for you, if you are tired.*
- *Can I carry your luggage?*
- *Could I give you dinner tonight?*

E. Request and Order: can and could

Can and could are also used to make someone to do something, or to orders someone to do as they are orders. For example, in restaurant, when customer make an order, they ask waiters to bring them meals such as drinks, desert, cigarette, etc. The following examples show how can and could fit these meanings.

- *You can start by doing the washing up, and then can clean the car.*
- *Hani can do the shopping, and I will do the cooking. Jhon can do the washing-up.*
- *You could phone Hani and see what time she is coming.*
- *Can you come here a minute, please?*
- *Could you help me with this letters?*

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