



**THE STUDENTS' ABILITY IN USING MODAL AUXILIARIES  
AT GRADE XI STUDENTS SMA NEGERI 4 PADANGSIDIMPUAN**

**A THESIS**

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

**Written By**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2017**



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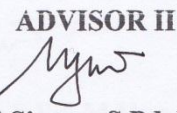


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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Maisaroh Lubis**, entitle "*The Students' Ability in Using Modal Auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

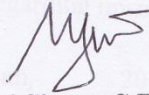
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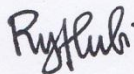
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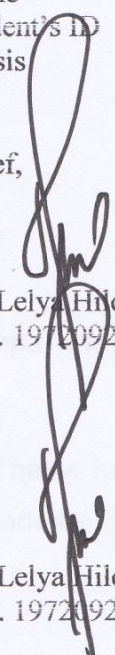


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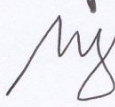
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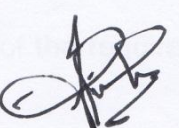
  
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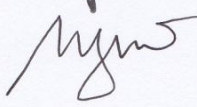
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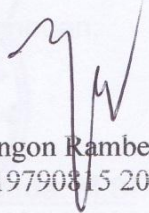
  
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GRADE XI STUDENTS SMA NEGERI 4  
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### **ABSTRACT**

This research is about the students' ability in using modal auxiliaries, and the problems are the students' ability got difficulties in using modal auxiliaries, and not understand the patterns and the using of tenses, mastery of vocabulary is low, and training auxiliaries is not interesting. The aim of the research is to know students' Ability in using Modal auxiliaries at Grade XI students' SMA Negeri 4 Padangsidimpuan.

In this research, researcher used quantitative approach in the type of the descriptive method. There were 59 students as sample of the research at grade XI students SMA Negeri 4 Padangsidimpuan. In collecting data, the researcher used essay test for students, the essay test consist of 15 items. The researcher used. Z test for analyzing data.

Based on the result of research, researcher found that the Students' Ability in Using Modal Auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan was enough ability, it was 70.86 category. Then, the hypothesis was accepted by using Z-test, key word: ability, and modal auxiliaries because  $Z_{count} = 6.56 > Z_{table} = 3.26$ .



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Padangsidempuan, 1 August 2017

Reseacher

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language is a main instrument of communication in human life. In using language, the human being can communicate with other person. It also can convey ideas, thought, opinion, and feeling in every life activities. In the other words language has a function as tool to recognize another culture from another country in the world. They can share about their country, the development, of politics, military and education. If they have same language, in this case English, Arabic or Indonesia they will be easier to understand and share information about country.

That resume data is suitable with Al-Hujurat: 13, where Allah SWT asked human to recognize another country.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

*Meaning:* “O mankind! We created you from a single (pair) of male and female, and made you into nations and tribes, that ye may know each other (not ye may despise each other). Verily the most honored of you in the sight of God is ( he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things)”<sup>1</sup>

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<sup>1</sup>A. Yusuf Ali, *The Holy Qur'an: text, translation and commentary*. Aman Corp Maryland USA, 1983).P:1407



Which case, English is the first foreign language in Indonesia that one of many languages in the world. English as one has been used as international language. It is used as a medium of communication in forum international meeting. One region has different languages with other. So, Allah SWT has created this world with many kinds of language. Such as Arabic, English Mandarin, French, German, Malay. That is true based on the Qur'an surah Ar-rum: 22, Allah says:<sup>2</sup>

وَمِنْ ءَايَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافَ أَلْسِنَتِكُمْ  
وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Means: And among His signs is the creation of the heavens and the earth and the variety of your language and the color of your skin. Verily, in that there are signs for those who know.

Based on the above verse, it can be concluded that all kind of languages do not came accidently to this world. Allah SWT has given it to the human as a fitrah of mankind. He created human with languages; it is one sign of this powerful. Among all of languages, there are some languages that the most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in the different countries in this world.

It means that many people in this world use English as tool to develop the relations between nations. That makes English is very important for people. So, as an international social someone can use English to develop his or her relations to foreign people.

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<sup>2</sup>R. H. A Soernarjo, *Al Qur'an Dan Terjemahannya* (Semarang: CV. Toha Putra, 1989),p.644

However, English is very controlled, conditional and regulated by grammar. In other word, grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. Hance, without taking recourse to grammar it is impossible for anyone to speak and write this language correctly.

Grammar is one of English language component that it must be learnt and understood by students. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how the way to speak, to read, and to write English correctly. By learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence.

Grammar is the systematical study of a language which provides us information and necessary guidance to learn a language. Modals one of a part Grammar. So, the students should master the modals. Modal is one of many grammatical categories which is important to be learnt by students. It is needed to be learnt because modal is often used in writing and speaking.

Modals is helping verb that used with principal verb to give more meaning on verb. They are helping verbs that express a wide range of meaning (ability, permission, possibility, necessity). Most of the modals have more than one meaning.

Learning about English started Elementary school at grade V and they of course study about modal. So, junior High School students should be able to comprehend them because they have been studying them at least for four years. But in fact, there are many students who do not comprehend about modal sand many students got confused in English especially about the modal even though they have been studying English for four years. It is the phenomenon that is found in SMA N 4 Padangsidimpuan by the researcher when the

researcher asked some students in the school and other students in other was senior high school in Padangsidempuan. It is evidenced by one of the students in SMAN 4 Padangsidempuan class XI IPA-3 named Maulida Rizki Daulay. She said that Modal Auxiliaries is one of the English materials that difficult to understand because it use many different patterns.<sup>3</sup>

They seems like have problems on English especially modals. Sometimes they have seems like bored and lazy for this subject. In the fact, according to English teacher in SMA N 4 Padangsidempuan, it has been in the field that still find because they are lack about understanding of grammar in learning helping verb. Especially, the functions of modal auxiliaries and the used of modal auxiliaries in the sentence.

From explanation above researcher conducts the title of research **“THE STUDENTS’ ABILITY IN USING MODAL AUXILIARIES AT GRADE XISMA NEGERI 4 PADANGSIDIMPUAN”**

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

The researcher limits this study on students’ ability in using Modal Auxiliaries at XI grade in SMA Negeri 4 Padangsidempuan.” The problems was be limited on some points on the Modal they are“ Can, Could, Shall, Should, Will, Would, May, Might, Must”.

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

Based on the above identification of problem, they are many problems which usually found in learning English especially in grammar but in this Thesis the researcher focuses the problems only on the using of modal auxiliaries in active and passive sentence found in curriculum at grade XI SMA N 4 Padangsidempuan They are“ Can, Could, Shall, Should, Will, Would, May, Might, Must” as found in their syllabus.

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<sup>3</sup>Maulida Rizki Daulay, Student of SMA Negeri 4 Padangsidempuan, *Private Interview*, at 08<sup>th</sup> March 2016.

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

Based on the discussion above, the research would like to formulate the problems specific question as follows:

1. How is the students' ability in using modal auxiliaries at XI grade of SMA Negeri 4 Padangsidempuan?
2. Which Modal auxiliaries the easiest and the most difficult of the students' in using modal of grade XI SMA Negeri 4 Padangsidempuan?

#### **E. The Purposes of the Research**

In this research, the purposes of research can be seen as follows :

1. To know the students' ability in using modal auxiliaries at grade XI SMA Negeri 4 Padangsidempuan.
2. To know which modal the easiest and the most difficult of the students' in using modal of grade XI SMA Negeri 4 Padangsidempuan.

#### **F. The Significance of the Research**

The significances of the research is:

1. For student, to know the result of this study will give an input to the students to improve their knowledge especially in learning modal auxiliaries.
2. For English teacher, it is supposed that grammar will be more considered in the teaching learning process. It will make the teachers knows students' ability in learning modal auxiliaries.
3. For ther Researcher, It is hoped by other researcher will be useful as a reference or comparisons for another researcher, when they have similar problem in their research.

#### **G. Definition of Terminologies**

To avoid ambiguity in this research, the researcher make definition of operational variables, as follows:

1. Students

Student is a person on grade of Elementary School, Junior High School, and Senior High School not only on the formal education institution but also on the informal educational.

2. Ability

Ability is a level of skill and mental having someone to do something by hard.

3. Modal Auxiliaries verb is verb used to express various moods attitudes like hope, expectation possibility and futurity”.<sup>4</sup>

So,Students’ ability in Modal Auxiliaries of Grade XI of SMA Negeri 4 Padangsidempuan means study or examined the ability or the potential of the students in modal auxiliaries in writing sentences.

## H. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem talk about the reason to choose the title of the research. Identification of the problems; to find out what are the problem in modal auxiliaries. Limitation of the problems, this research focused about students’ ability in using modal auxiliaries. Formulation of the problem is students’ ability in using modal auxiliaries, difficulties in using modal auxiliaries, and solving problem. The aims of the research is made to clarify the purpose of the research. The significant of the

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<sup>4</sup>Palmer, F. *Mood and Modality*, Cambridge University Presents, 2001,p.33

research are to give information to teacher about students' ability in using modal auxiliaries, as measurement teaching progress, and as a reference or comparisons for another researcher ,when they have similar problem in their research. Definition of operational variables are ability in using modal auxiliaries. And the last outline of the thesis is the content of the thesis generally.

In chapter two consist of the theoretical description. It is consist of definition of Students' ability, and Definition modal auxiliaries and the kinds of modal auxiliaries. Review related finding are Ismail Gintings' thesis, Marlina Rosas' thesis, NurliaSaris' thesis, and Roy Romadonas' thesis.

In chapter three consist of research methodology. It tells about place and time of research, kinds of the research that used by researcher and research methodology. Kinds of the research is quantitative research, population and sample, instrument of collecting data, validity of instruments, techniques for collecting data, and the techniques of the data analysis and hypothesis of the research.

In chapter four consist of analysis of the data. It consist of the data description, the result of using modal auxiliaries, table the resume of variables score of using modal auxiliaries, hypothesis testing, discussion, the threat of the research .

In chapter five consist of conclusions, it tells about the mean score of Students' Ability in Using Modal auxiliaries of Grade XI at SMA Negeri 4 Padangsidempuan and suggestions .

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Definition of Students' Ability

Students ability comes from two words, students and ability. Students is a person usually over the age of 16, who is studying at a university or college. Person who observes or has a particular interest of something.<sup>1</sup>Based on the definition above, the researcher concludes that the student is the person who learns on the elementary, junior and senior high school whether it is for formal education.

In oxford dictionary stated that ability is level of skill or intelligence and then, ability is physical mental or legal to perform (he has ability to accomplish whatever he sets his mind to). It means an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.

According to wood woth and marquis, the word "ability has three meaning, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.

There are many kinds of ability, this is 10 mental ability, they are:

#### **The 10 mental abilities<sup>2</sup>**

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<sup>1</sup>A.Merriam Webster, *Webster's Collegiate Thesaurus* (USA:Massachusetts, 1976) p. 33

<sup>2</sup>Gibson, et.al, *Organization Behavior Structure Processes* ( Singapore: The McGraw Hill Companies, 2004), p. 93`

**Table 1**

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. Inductive reasoning	The ability to form and test hypothesis directed at finding relationship.
4. Associative Memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
5. Span Memory	The ability to rapidly manipulate number in arithmetic operations.
6. Number facility	The ability to rapidly manipulatenumber in arithmetic operations.
7. Perceptual speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.



8. Deductive Reasoning	The ability to reason from stated premises to their necessary conclusion.
9. Spatial Orientation and visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge.

Based on the explanation above, the researcher used ability from the book Gibson with title Organization Behavior Structure Processes the number 2 is the ability to produce words, ideas, and verbal expression. The researcher chooses point two, because the students' skills in using Modal Auxiliaries means produce new words, ideas and verbal expression using Modal Auxiliaries. Student is a person who is studying at a school, college, university.<sup>3</sup> Based on those definitions above, the researcher concludes that the student is a person on grade of Elementary School, Junior High School, and Senior High School not only on the formal education institution but also on the informal educational.

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<sup>3</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary*(New York: Oxford University Press,2000), p.1344.

Students' person who is studying at secondary school. So, Students' ability in this thesis is the achievement of person who studying at grade XI SMA Negeri 4 Padangsidempuan.

## 2. Definition of Modal Auxiliaries

Modal is a word that indicate desires or ability of someone and it can also indicate action will be happened in the present, past and future time. This statement is supported by Jhon Eastwood. He said that the modals are a complex, heavily used group of words.<sup>4</sup> A modal verb (also modal, modal auxiliary verb) is a type of auxiliary verb that is used to indicate modality- that is, likelihood, ability, permission, and obligation.

According to some experts such as Hornby sated "Auxiliary is a verb used in forming the tenses, moods, and voices of other verbs". Then according to JayanthiDakshinaMurty said "auxiliary verb is a verb which helps other verbs to form different tenses is known as auxiliary verb". While Marcella Frank said "auxiliary verbs are "helping" verbs that add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning". Based on the all explanation it can be concluded that auxiliary verbs are some verbs, that have faction to help, give a support, and modifying meaning of the full verb in expressing actions, events, and statements.

In linguistic, auxiliary verbs are also called the helping verb, pre verbs special finite or syntactical operators.<sup>5</sup> The main characteristic of the auxiliary verbs is that it can not stand alone in a sentence, but it needs another verb and these are placed before the full verb. Auxiliary verbs are used to make the negative form by using the word not after the

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<sup>4</sup>Jhon Eastwood. *Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), p., 104

<sup>5</sup>Marcela Frank. *Grammar of English* by Randolph quirk and Sidney Greenbaum. Longman Group: Essex, England. 1993.

auxiliary verb and the interrogative form in a sentence by displacing the auxiliary verb to the beginning of the sentence.<sup>6</sup>

Some of the auxiliary verbs also have a special forms, it can be become either as the auxiliary verb or the full verb.<sup>7</sup> Differentiating auxiliary verbs as the auxiliary or the full verb can be known from the tage itself, for example To be acts the auxiliary verb in this sentence “Azisis is learning English” (To be is in this sentence is the auxiliary verb because it is followed by the verb learning) and To be acts as the full verb as in this sentence “Azisis is student” (To be is in this sentence is the full verb because it is not followed by another verb).

Modal Auxiliary verb is a word that is placed before the main verb (the main verb) to modify the meaning of the main verb.<sup>8</sup> Its function is to express willingness (willpower) or ability (ability), necessity (needs), and the possibility (likelihood). The auxiliary verb, among others: can, could, may, Might, will, would, shall, should, must, and ought to (Modals phrasal verb).

Modal auxiliary or called modal verbs may sound difficult but in fact they are easy. They are invariable (no conjunction). And the main verb is always the “bare infinitive” (without “to”). Modal auxiliaries generally express a speakers 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.

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<sup>6</sup>Akhmad Kardimin. *Fundamental English Grammar*, (Yogyakarta: Pustaka Pelajar Offset, 2009), p. 50

<sup>7</sup>Jhon Eastwood. *Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), p. 104

<sup>8</sup>Ibid p. 120

According to that Jhon “A modal verb is always the first word in the verb phrase. Modal verb express meanings such as necessity and possibility. we can use modal verbs to tell or allow people to do things”. Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood). Modal auxiliaries generally have no-s suffix for third person, no infinitive or participial form.

**Example in the modal auxiliaries:**

**Active voice: Can**

Soleh can read Al Qur’an

He can not read Al Qur’an

Can he read Al Qur’an?

**Passive voice: Can Be**

Al Qur’an can be read by soleh

Al Qur’an can not be read by him

Can Al Qur’an be read by him?

**Active voice: May**

I may buy the Juz Amma book

I may not buy the Juz Amma book.

May I buy the Juz Amma book

**Passive voice: May Be**

The Juz Amma book may be bought by me.

The Juz Amma may not be bought by me.

May the Juz Amma be bought by me?

**Active voice: Might**

Guests might start the recitation

They might not the recitation

**Passive voice: Might Be**

The recitation might be started by guests.

The recitation might not be started by Them.

**Active voice: Should**

Students should study all Prophet history

Students should not study Prophet history.

**Passive voice: Should Be**

Prophet history should be studied by students.

Prophet history should not be studied by students.

Should students study Prophet history?

Should Prophet be studied by students?

**Active voice: Must**

**Passive voice: Must Be**

You must learn the Arabic test..

Arabic test must be learnt by you.

You must not learn the Arabic test

Arabic Test must not be learned by you.

**Active voice: Ought to**

**Passive voice: Ought Be**

They ought to take the examination.

The examination ought to be taken by them.

Active: Mr. Smith should visit his sick mother in the hospital

Passive: his sick mother should be visited by Mr. Smith in the hospital

### 3. The kinds of Modal Auxiliaries

Modal auxiliaries verb is verb used to express various moods and mental attitudes like hope, expectation, possibility and futurity. Modal auxiliaries generally express a speaker's attitudes or mood, such modal can express that a speaker felt something is necessary, advisable, permissible, or probable and in addition they can convey the strength of these attitude.<sup>9</sup>

Example:

- |          |          |           |             |          |
|----------|----------|-----------|-------------|----------|
| 1. Can   | 4. Might | 7. Shall  | 10. Dare    | 13. Need |
| 2. Could | 5. Will  | 8. Should | 11. Ought   |          |
| 3. May   | 6. Would | 9. Must   | 12. Used to |          |

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<sup>9</sup>Betty SchramperAzar, *Understanding and using English Grammar*, (Washington;Prentice Hall Regent, 1950), p.68

#### 4. Modal Auxiliaries

The researcher only discusses seven modal auxiliaries as stated in the focus of this research.

They are as seen in the table below:

**Table 1. Modal auxiliaries and meaning**

<b>Modal Auxiliaries</b>	<b>Meaning attached</b>
Can	Ability, permission, request, possibility.
Could	Willingness, habitual, possibility, wishes, desire.
Should	Futurity, willingness, intention, suggestion, insistence.
Would	Willingness, intention, prediction, insistence, request.
May	Permission, possibility, wishes, purpose, concession.
Might	Permission, possibility, wishes, purpose, concession.
Must	Express prohibition obligation (liability) or necessity (needs).

#### **Can**

We use can (do) to say that something is possible or that someone has the ability to do something. Can usually express ability or capacity. Can express ability in the present or future.<sup>10</sup> People often use can when they are asking for permission to do something.

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<sup>10</sup>Betty SchramperAzar, Fundamentals Of English Grammar (Prentice Hall: 1992), p. 95

The formula of using Can

**Subject + Can + Verb I + Complement<sup>11</sup>**

To make the better explanation about the using of can, the researcher discusses them in the table II below:

**Table 2. The using of can**

	<b>Singular</b>	<b>Plural</b>	<b>Example</b>
First Person	I	We	Muhammad can speak English We can reading if we like.
Second Person	You	You	You can park here.
Third Person	He, She, It	They	He can take the car. They can phone the office. She can walk fast. <sup>12</sup>

Example in form of negative, interrogative and negative interrogative are:

Negative:

1. Muhammad can't speak Arabic language
2. Nina can't to meet tomorrow

Interrogative:

1. Can I go to Madina?

<sup>11</sup>Andre Wicaksono, English Grammar (Jakarta: PustakaIlmu 2010, p. 36

<sup>12</sup>AJ.Thomson & AV. Martinet .*A Practical English Grammar* (New York: Oxford University Press , 1986), p. 120.

2. Can we go tomorrow?

Negative interrogative:

1. Can't they speaking Arabic?
2. Can't I go to medan next week?

Using can and could to talk people's ability to do things. Can and could are used with the pronouns I, you, he, she, it, we and they, and with singular or plural nouns. Could is the past tense of can. <sup>13</sup>We sometimes talk about permission when we are not giving it or asking for it.

**1) Can is used to express ability in the present of future**

Ex: Soleh can teach English

Rasyid can play the drum

**2) To express capacity**

Ex: My Father can work heard

My brother can build a house

**3) To express promise**

Ex: Can I speak to manager now?

Can I go early today?

**4) To express a polite a request**

Ex: Can you give this book to my sister

Can you help me in the work?

**5) To express possibility**

Ex: My mother can be angry with you.

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<sup>13</sup>Anne Seaton Y. H. Mew, *Basic English Grammar for English Learners* (Printed in United States Of America 2007), p. 112



Amina can speak English if you try.

### a) Could

Sometimes could is the past of can. Could is used especially with this verb. We also used could to say that someone had the general ability to do something. Could can be used when there is an idea of condition.<sup>14</sup> In this using, could can refer to the present, the past or the future.<sup>15</sup>

#### The formula of using could

<b>Subject + Could + Verb I + Complement</b>
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Example in form negative, interrogative and negative interrogative are:

Negative:

1. Musa couldn't bring our book into class.

Interrogative :

2. Could I bring our book into class.

Negative interrogative:

Couldn't I bring our book into class

#### 1). Could is used to express past ability

Ex : I could walk longer if I tried harder.

Alim could work long when she was young.

#### 2). Could is used in indirect speech

Ex: Ummy told me that she could help me.

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<sup>14</sup>Ibid., p. 120

<sup>15</sup>Ibid., p. 231

They said they could lend me money.

### 3). Could may be used to express possibility

Ex: If were you, I could do it easily

If only Warhamni were here, I could ask her about it

### 4).Could be used to make polite request

Ex: Could you have dinner with me this evening?

Could you teach me English grammar?

### 5). Could is used to express permission<sup>16</sup>

Ex: Could I talk to your brother?

Could I have your Al Qur'an for a while?

## b) Should

Should is using in the first person. Should is using in the second and third persons to express command, a promise, or threat.<sup>17</sup> Should is used with the subject I or we, in formal style to indicate future time.<sup>18</sup>

The formula of using should in the Simple Future Tense

<b>Subject+ Should + Verb I + Complement</b>
--

#### 1) Should is used in the first person to express futurity

Ex: I should see Kholizah tomorrow

We should visit Pastap the next week.

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<sup>16</sup>Ibid., p. 137

<sup>17</sup>Ibid.,p. 114

<sup>18</sup>Robeth Krohn *Englisih Sentence Structure*, (University of Michigan Press: Bina Rupa Aksara 1990), p.

**2) Should is used in the second and the third person express a command, a promise or a threat**

**(a) Command:**

Ex: You should not smoke in the room. {you are commanded not to smoking}

**(b) Promise:**

Ex: He should be encouraged, if he works hard.

You should be offered the post, if you are qualified in the written test.

**(c) Threat:**

Ex: You should be fined, if you exceed the speed limit.

He should be punished for his misbehavior.

**(d) Determination:**

Ex: You shall explain the reason for your delay.

You should do whatever I tell you

**Table 4. to help you remember the rules:**

	<b>Singular</b>	<b>Plural</b>
First Person	I, Shall, I, Will	We Shall
Second Person	You, Will	You Will
Third Person	She, He, It, Will	They Will <sup>19</sup>

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<sup>19</sup>Ibid, p. 138-141

**c) Would**

should and would as helping verbs or auxiliary verbs to form the future tense. Using would asking someone to do something.

The formula of using will in Simple Future Tense

<b>Subject+ Would +Verb I + Complement<sup>20</sup></b>
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1). Would is used to express simple futurity in the second and third person.

Ex: Tomorrow would be holiday

They would come tomorrow

2). Will is used to express determination, promise, willingness in third person.

**(a) Determination**

Ex: Alia would not agree with him

Annisa would not see her again

**(b) Promise**

Ex: we would help you in this matter

I would consider the case

**(c) Willingness**

Ex: we would tell you the address

I would drop you by bike

**(d) Would is used to indicate an invitation or a polite request**

Ex: would you have a cup of tea?

Would you have dinner with me tomorrow?

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<sup>20</sup>Andre Wicaksono. *Basic English Grammar...*, p. 37

**(e) May**

Is used to express permission. In spoken English can often replaces may. May is used to express possibility in affirmatives sentence.<sup>21</sup> Using may to ask if you are allowed to do something, or to give someone permission to do something. May is also used to talk about things that are likely to happen.<sup>22</sup>Using may to ask if you are allowed to do something and to tell someone that they are allowed to do something.

**The formula of using May**

<b>Subject +May +Verb I+ Complement<sup>23</sup></b>
--

To make the better explanation about the using of May, the researcher discusses them in the table III below:

**Table 3. The using of May**

	<b>Question (asking for permission)</b>	<b>Answer</b>
First person	May (or can) I borrow your car?	Yes, you may. No, you may not (or cannot)
Third person	May (or can) Jhon come to the movies with us	Yes, he may. No, he may not (or cannot). <sup>24</sup>

Example in form negative, interrogative and negative interrogative are:

Negative:

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<sup>21</sup>P.C. Wren & H. Martin, *High School English Grammar & Composition*(Persada Rao, 1990), p. 112

<sup>22</sup>Anne Seaton Y. H. Mew. *Basic English Grammar...*,p. 114

<sup>23</sup>Andrre Wicaksono. *Basic English Grammar...*, p. 37

<sup>24</sup>Marcella Frank.*English Grammar & Composition...*, p. 97.

He may not believe your story.

I may not it work.

Interrogative:

May I help you?

May they go now?

Negative interrogative: <sup>25</sup>

May not I help you?

May not I believe story?

1) May is using to express permission

Ex: Akila may open the window?

May I sue your phone?

2). May is also used to express possibility

Ex: Rita may come tomorrow.

You may pass the exam.

3). May is using to express a wish

Ex: May good bless you!

May good help you!<sup>26</sup>

So, modals auxiliary is helping verb that used with principal verb to give more meaning on verb and express a mood or tense Modal auxiliaries is use to ability, permission, request, possibility.

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<sup>25</sup>AJ.Thomson & AV. Martined *English Grammar & Composition...*, p. 123

<sup>26</sup>Jayanthi, *English Grammar & Composition...*, p. 137

**(f) Might**

Is used to express permission. In spoken English can often replaces might. Might is used to express possibility in affirmatives sentence.<sup>27</sup> Using might to ask if you are allowed to do something, or to give someone permission to do something. Might is also used to talk about things that are likely to happen.<sup>28</sup>Using might to ask if you are allowed to do something and to tell someone that they are allowed to do something.

**The formula of using Might**

<b>Subject +Might +Verb I+ Complement<sup>29</sup></b>
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Example in form negative, interrogative and negative interrogative are:

Negative:

Alex might be late yesterday

Alex might not be late yesterday

Interrogative:

Might I help you?

Might they go now?

Negative interrogative:<sup>30</sup>

Might not I help you?

Might not I believe story?

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<sup>27</sup>P.C. Wren & H. Martin, *High School English Grammar & Composition* (Persada Rao, 1990), p. 112

<sup>28</sup>Anne Seaton Y. H. Mew. *Basic English Grammar...*,p. 114

<sup>29</sup>Andrre Wicaksono. *Basic English Grammar...*, p. 37

<sup>30</sup>AJ.Thomson & AV. Martined.*English Grammar & Composition...*, p. 123

**g) Must**

Is used to express permission. In spoken English can often replaces must.

Might is used to express possibility in affirmatives sentence.<sup>31</sup> Using must to ask if you are allowed to do something, or to give someone permission to do something. Must is also used to talk about things that are likely to happen.<sup>32</sup>Using must be combined with the not to declare the prohibition (ban), modal verb expresses obligation (liability) or necessity (needs).

**The formula of using Must**

<b>Subject + Must + Verb I+ Complement<sup>33</sup></b>
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Example:

You must work carefully

I must train every day

**h) Past Modals****The formula of using Could**

<b>Could have + past participle</b>
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Example:

Ruby could walk before she was a year old.

Ruby could have walked to work, but she took a taxi instead.

The events above refer to the past/present.

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<sup>31</sup>P.C. Wren & H. Martin, *High School English Grammar & Composition*(Persda Rao, 1990), p. 112

<sup>32</sup>Anne Seaton Y. H. Mew. *Basic English Grammar...*,p. 114

<sup>33</sup>Andrre Wicaksono. *Basic English Grammar...*, p. 37



She was able to do this.

It was possible for her to walk, but she didn't.

### **The formula of using Should**

<b>Should have + past participle</b>
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I should have looked in the mirror before I went out.

This sentence refers to the past/present.

This means:

I looked in the mirror.

It was a good idea to look, but I didn't.

### **The formula of using Would**

<b>Would have + past participle</b>
-------------------------------------

In his position I would have waited for help.

This sentence refers to the past/present.

This sentence refers to:

Something that really happened.

## **B. Review of Related Findings**

There are some related findings that discuss about Modal Auxiliaries: the first, research done by Roy Romadona which title "The Correlation between Modal Mastery and Principal auxiliaries in writing Ability of the Grade XI Students at SMA Negeri

1 Padangsidimpuan. It can be categorized enough and Conditional Sentences can be categorized good.<sup>34</sup>

The second, research done by Marlin Rosa which title “A research on Students’ Mastery Tense to their Ability to Use Modal Auxiliaries to Grade X of SMA Negeri 1 Padang in 2007/2008 Academic Year. The results was the The Student Mastery Tense to their Ability to use Modal Auxiliaries to Grade X of SMA Negeri 1 Padang in 2007/2008 Academic Year can be categorized into high ability, the students have Mistakes in Modal Auxiliaries they are in using tenses

The third, research done by Nurlaila which title “The Ability of the Students in Modal auxiliaries At Grade XI SMA Negeri 2 Padang Bolak in 2011/2012 Academic Years can be categorized into low category ( 34,55 %).<sup>35</sup>

The results was the ability of Student in Modal auxiliaries Grade IX of SMP Negeri 6 Padangsidimpuan in 2007/ 2008 Academic Year can be categorized in to high ability, the students have mistakes in Modal auxiliary verb they are in using tenses<sup>36</sup>.

The last, the research has been done by Nancy Dina Mangangantung which title “Kata Kerja Bantu Modal Dalam Novel” *Jungle Nurse*” Karya Irene Roberts”. In which the results of the data obtained in this study that the total modals found in the novel *Jungle Nurse* Roberts's work is as much as 750 times, and the most widely used by the authors that will form.<sup>37</sup>

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<sup>34</sup>Roy Romadona, The Correlation between Modal Mastery and Principal auxiliaries in writing Ability of the Grade XI Students at SMA Negeri 6 Padangsidimpuan Unpublished Script ,(Padangsidimpuan: UMTS,2009).

<sup>35</sup>Nurlaila, The Ability of the Students in modal auxilaies. At Grade XI SMA Negeri 2 Padang Bolak”*Unpublished Script*”, (Padangsidimpuan: STAIN,2012).

<sup>36</sup>Marlina Rosa, A research on Students’ Mastery Tense to their Ability to Use Conditional Sentence to Grade IX of SMP Negeri 6 Padangsidimpuan “*Unpublished Script*”,(Padangsidimpuan: UMTS,2008 ).

<sup>37</sup>Nancy Dina Mangangantung, “Kata Kerja Bantu Modal Dalam Novel” *Jungle Nurse*” Karya Irene Roberts” ( A Thesis, Universitas SAM Ratulangi Fakultas Ilmu Budaya Manado, 2014), p. 14.

Based on the related findings above it can be concluded that the problem is concern on students' problem in English grammar, same as those research in this research the researches about English grammar which becomes the students' problem.

### **C. Hypotheses**

In accordance with the formula and limitation of the problem hypotheses of this research are as follow: "The students' ability in using Modal Auxiliaries at Grade XI SMA Negeri 4 Padangsidempuan is good ability"

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of the Research

This research is located at SMA Negeri 4 Padangsidempuan, Jln. Sutan Sori pada Mulia, Padangsidempuan, North Sumatera. It has been done from April 2016 until August 2017.

#### B. Kinds of the Research

The kind of the research was quantitative research and the method of research was descriptive method. "Quantitative approach is based on the collect and analysis data by numeral, usually obtained from questionnaires, test, checklist and other formal paper".

In this research, the descriptive method is used to describe the students' ability in using modal auxiliaries at grade XI of SMA Negeri 4 Padangsidempuan.

#### C. Population and Sample

##### 1. Population

The population of the research is all of the grade XI students of SMA Negeri 4 Padangsidempuan. According to Ott and Longnecker that, "Population is the set of all measurements of interest to the sample corrector".<sup>1</sup> There were nine classes of grade XI as the population of research. They were IPA and IPS classes. IPA classes divided into 6 classes, while IPS classes divided into three classes. IPA consist of 199 students and IPS consist of 96 students. So, the total of population of research was 325 students. Based on the explanation above, the population of research could be seen in the table below:

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<sup>1</sup>Ott, Lyman R. and Michael T. Longnecker, *An Introduction to Statistical and Data Analysis*, Belmont: Brooks/ Cole Cengage Learning, 2010), p.5.

**Table 6****The population the grade XI at SMA NEGERI 4 PADANGSIDIMPUAN**

<b>No</b>	<b>Class</b>	<b>Total Students</b>
<b>1</b>	<b>XI.IPA-1</b>	<b>35</b>
<b>2</b>	<b>XI.IPA-2</b>	<b>34</b>
<b>3</b>	<b>XI.IPA-3</b>	<b>30</b>
<b>4</b>	<b>XI.IPA-4</b>	<b>33</b>
<b>5</b>	<b>XI.IPA-5</b>	<b>34</b>
<b>6</b>	<b>XI.IPA-6</b>	<b>33</b>
<b>7</b>	<b>XI.IPS-1</b>	<b>34</b>
<b>8</b>	<b>XI.IPS-2</b>	<b>29</b>
<b>9</b>	<b>XI.IPS-3</b>	<b>33</b>
<b>Total</b>		<b>295</b>

## 2. Sample

According to Suharsimi Arikunto stated, "Sample is a part of population which will be research". In this research, the researcher decide to take the grade XI.IPA-3 and XI.IPS -2 as sample of the research, it is cluster sampling namely. The total of number of sample are 59 students. The researcher guided Suharsimi Arikunto'S opinion, said that ,” when subject less than 100, taken better all together and if its amount was taken by 10%-15% or 20%-25% or more appropriate with the researcher ability. <sup>2</sup> It means that the researcher take 20% from the total number population of grade XI Students of SMA N 4

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta:Rineka Cipta, 2003), p.109

Padangsidimpuan. Based on the explanation above, the sample of research can be seen in the table below:

**Table 7**

**Sample of the XI Grade Students of SMA Negeri 4 Padangsidimpuan**

No	Class	Total Students
1	XI.IPA-3	30
2	XI.IPS-2	29
Total		59

**D. Instrument of Collecting Data**

In this research, the researcher used test for collecting data. SuharsimiArikunto said that, "Tes adalah sederetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki oleh individu". (It means that, "test is number of questions to measure the skill, knowledge, ability or talents are had by individual or group). This test is given to know the students' ability in usingModal auxiliaries. In research, the research made the indicators of test. The test was made in essay test form as instrument of collecting the data. The total of test is 15items, the score of a question is 5, and the total score of all the test is 100. The indicators of the students' ability in usingModal auxiliaries could be seen on the table below:

**Table 8****The Indicator of students' ability in constructing modal auxiliaries**

<b>No</b>	<b>Indicator</b>	<b>Item</b>	<b>Number</b>	<b>Score</b>
<b>1</b>	Students are able to used "can" in simple present tense	<b>3</b>	<b>3,9,10</b>	<b>15</b>
<b>2</b>	Student are able to use " could" simple past tense	<b>3</b>	<b>4,11,19</b>	<b>15</b>
<b>3</b>	Student are able to use "shall" simple future tense	<b>1</b>	<b>14</b>	<b>5</b>
<b>4.</b>	Student are able to use "should" simple past tense	<b>3</b>	<b>8,12,13</b>	<b>15</b>
<b>5.</b>	Student are able to use "may" simple present tense	<b>2</b>	<b>2,16</b>	<b>10</b>
<b>6</b>	Student are able to use "might" simple past tense	<b>2</b>	<b>1,18</b>	<b>10</b>
<b>7</b>	Student are able to use "will" simple	<b>3</b>	<b>5,6,20</b>	<b>15</b>

	future tense			
<b>8</b>	Student are able to use “would” simple past tense	<b>1</b>	<b>15</b>	<b>5</b>
<b>9</b>	Student are able to use “must ” simple past tense	<b>2</b>	<b>7,17</b>	<b>10</b>
<b>TOTAL</b>		<b>20</b>	<b>20</b>	<b>100</b>

Based on the table of indicators of test above, the researcher give 100 values for the respondents 'correct answer of using totality.

#### **E. Validity of instruments**

The researcher used content validity to establish the validity of the instrument, that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes include in the content universe under consideration. In this case researcher used completing test as the starting point of making the test.

In applying the research, the researcher has validated completing test. The test means to analyze the items of the test comprehensively. In this case, because the test function is to measure the students' ability in using Modal auxiliaries So, the test should be arranging test. It can make students easier to use Modal auxiliaries. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the completing test



has been valid. The validation was done by checked the test to the expert person. She is the English teacher of grade XI at SMA Negeri 4 Padangsidempuan. Then, she said that the test has be available for the students. More, the test has been also signed by English.

#### **F. The Technique for Collecting Data**

In this research, researcher designed technique for collecting data as follows:

##### 1. Preparing the test.

The researcher made test in essay test. The test consist of 15 items.

##### 2. Giving students list of questions of modal auxiliaries test.

##### 3. Determining the time for students to do test.

The researcher determined the time of doing the test. The time of doing test in 25 minutes.

##### 4. The research gave chance or time for students to ask something left or unclear in doing the test.

##### 5. The researcher Asked the students to do test and the researcher monitored the students during the test was done.

##### 6. After students finished answering the test, the researcher collected their answer to be analyzed.

#### **G. Technique of Analysis Data**

After collecting students' answer, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation

$M$  : Mean score (average)

$\sum x$  : Total of the result

$n$  : Sum of respondent<sup>3</sup>

After the researcher to get the data, it would enter in frequency table with the formula as following:

Z- Test

$$\frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation

$x$  = Data that includes hypothesis categories.

$n$  = All of data

$p$  =Hypothesis proportion<sup>4</sup>

After the researcher get the data, it has been presented in frequency table as following:

**Table 9**

**The classification quality of the students' score**

No	Percentage	Criteria
1	0% -20%	Very low
2	21% - 40%	Low

<sup>3</sup>AnasSudijono.*PengantarStatistikPendidikan*, ( Jakarta: PT. Raja Grafindo Persada,1987), p. 81.

<sup>4</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p.80.

3	41% - 60%	Enough
4	61% - 80%	High
5	81% -100%	Very high <sup>5</sup>

After the researcher find the mean scores of all students', it would consult to the criteria as following:

1. If the value of mean score is 0 – 20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40, it can be categorized into low ability.
3. If the value of mean score 41-60, it can be categorized into enough ability.
4. If the value of mean score 61- 80, it can be categorized into high ability.
5. If the value of mean score 81- 100, it can be categorized into very high .

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<sup>5</sup>Riduwan, M.B.A, *Pengantar Statistika Untu kPenelitian: Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis*,( Bandung : Alfabeta,2013), p. 23.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### A. Description of the Data

Absolutely, to know the extent of the students' ability in using modal auxiliaries the researcher used the essay test as instrument of the collecting the data. the score of the students' in using modal auxiliaries is on below;

**Table IV**

**The Students' Total Scores In Using Modal Auxiliaries**

<b>NO</b>	<b>Students' Initial Name</b>	<b>Total Score</b>
1	A	42
2	AA	42
3	AD	49
4	AN	49
5	ATAH	49
6	AN	49
7	AR	56
8	BAL	85
9	CH	56
10	DSW	56
11	DKS	56

12	DR	56
13	DA	85
14	DJ	56
15	DAG	63
16	DAR	63
17	ES	63
18	EH	63
19	ES	63
20	FJ	63
21	FA	63
22	FAH	63
23	GRJ	63
24	HS	63
25	IH	63
26	JW	85
27	MAH	63
28	MRAS	63
29	MA	70
30	MS	70
31	MJL	91
32	MAR	70
33	MBA	70

34	MAH	70
35	N	70
36	NLS	85
37	PLS	70
38	R	70
39	RA	77
40	RRH	70
41	RKP	77
42	RAH	70
43	RL	77
44	RSS	70
45	SHL	77
46	SRH	70
47	SMR	77
48	SNS	70
49	SS	77
50	SH	70
51	SR	77
52	SA	85
53	SML	77
54	UDL	77
55	VS	77
56	WS	77

57	WN	77
58	WM	77
59	YS	77
	<b>Total</b>	<b>3997</b>

Based on the table above, the total scores of grade XI students of SMA Negeri 4 Padangsidempuan in using modal auxiliaries is 3997. It can also be seen that there were many students who have got 91 as the highest score and there were many who got 42 as the lowest score. Thus, to know the quality score of each of the students in using modal auxiliaries can be seen as follows:

**Table 11**

**The Quality Score of the Students in using Modal Auxiliaries**

NO	Students' Initial Name	Total Score	Quality Score
1	A	42	Enough
2	AA	42	Enough
3	AD	49	Enough
4	AN	49	Enough
5	ATAH	49	Enough
6	AN	49	Enough
7	AR	56	Enough
8	BAL	85	Very high

9	CH	56	Enough
10	DSW	56	Enough
11	DKS	56	Enough
12	DR	56	Enough
13	DA	85	Very high
14	DJ	56	Enough
15	DAG	63	High
16	DAR	63	High
17	ES	63	High
18	EH	63	High
19	ES	63	High
20	FJ	63	High
21	FA	63	High
22	FAH	63	High
23	GRJ	63	High
24	HS	63	High
25	IH	63	High
26	JW	85	Very high
27	MAH	63	High
28	MRAS	63	High
29	MA	70	High
30	MS	70	High
31	MJL	91	Very high



32	MAR	70	High
33	MBA	70	High
34	MAH	70	High
35	N	70	High
36	NLS	85	Very high
37	PLS	70	High
38	R	70	High
39	RA	77	High
40	RRH	70	High
41	RKP	70	High
42	RAH	70	High
43	RL	77	High
44	RSS	70	High
45	SHL	77	High
46	SRH	70	High
47	SMR	77	High
48	SNS	70	High
49	SS	77	High
50	SH	70	High
51	SR	77	High
52	SA	85	Very high
53	SML	77	High
54	UDL	77	High

55	VS	77	High
56	WS	77	High
57	WN	77	High
58	WM	77	High
59	YS	77	High
	<b>Total</b>	<b>3997</b>	

Based on the table above, it is clearly that the quality score the students' score in using Modal Auxiliaries is differently. Whereas, there were many students have enough, high, and very high ability. It means that the ability at grade XI students SMA Negeri 4 Padangsidimpuan in 2017 -2018 academic years in using Modal Auxiliaries is variously

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

**Table 12**  
**The Resume of Variable Score in using Modal Auxiliaries**

No	Statistic	Variable
1	High score	91
2	Low score	42
3	Mean score	70.86
4	Median	72
5	Modus	73.56

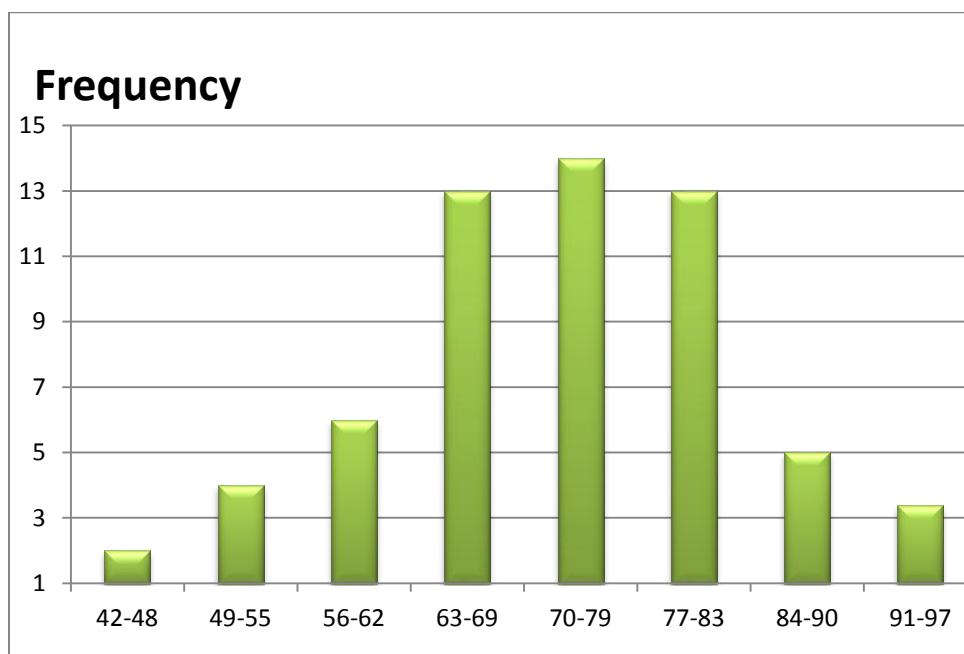
From the above table, it was known that the high score for variable of modal auxiliaries had been searched from 59 students, and based on the total of sample research the high score is 91 and low score is 42 mean score is 70.86, median is 72 and modus is 73.56. (see appendix IV)

Based on the calculation means score was 70,86. So application in modal auxiliaries was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in using modal auxiliaries which interval 7.

**Table 13**  
**The Frequency Distribution in Using Modal Auxiliaries**

No	Interval Class	Frequency Absolute	Frequency Relative
1	42-48	2	3,38 %
2	49-55	4	6,77 %
3	56-62	6	10,16%
4	63-69	13	20,03 %
5	70-79	14	23,03 %
6	77-83	13	22,03 %
7	84-90	5	5,55%
8	91-97	1	3,38 %
	<b>i = 7</b>	<b>59</b>	<b>100 %</b>

Based on the above table, it can be drawn at histogram as below :



Picture 1: The histogram in using modal auxiliaries at grade XI Students SMA Negeri 4 Padangsidempuan

Based on the above table, it was known that the variable revelation in using modal auxiliaries shown that the respondent at 42-40 were 2 students ( 3,38 %). interval 49-55 were 4 students ( 6,77%). interval 56-62 were 6 students (10,16%). interval 63-69 were 13 students (22,03 %), interval 70-79 were 14 students (23,03%). interval 77-83 were 13 students (20,03%). interval 84-90 were 5 students (5,55%). interval 91-97 were 1 students (3,38%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

## B. Hypothesis Testing

The hypothesis of research “The students’ Ability in using Modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidempuan”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen follow:

Calculation  $Z_{\text{count}}$ :

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{49}{59} - 0,41}{\sqrt{\frac{0,41(1-0,41)}{59}}}$$

$$= \frac{0,83050847 - 0,41}{\sqrt{\frac{0,41(0,59)}{59}}}$$

$$= \frac{0,83050847 - 0,41}{\sqrt{\frac{0,2419}{59}}}$$

$$= \frac{0,83050847}{\sqrt{0,0041}}$$

$$= \frac{0,83050847}{0,06403124}$$

$$= 6.56$$

Calculation  $Z_{table}$  :

$$Z\left(\frac{1}{2}\alpha\right) = Z_{table}$$

$$\alpha = 0.05$$

$$Z_{table} = 3.26$$

$$Z_{count} = 6.56 > Z_{table} = 3.26$$

Based on calculation it can be concluded that  $Z_{count} = 6.56$  was more than  $Z_{table} = 3.26$  ( $Z_{count} = 6.56 > Z_{table} = 3.26$ ) by level 0,05. So, from the result above the researcher concluded that the hypothesis was accepted.

So, The Students' Ability in using Modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan were enough ability according the table III The Classification Quality of the Students' score.

The meaning in the level 5 % The Students' Ability in using modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan have good ability.

### C. Discussion

Based on theory that the modal auxiliaries was very important in studying English, modal auxiliaries is very important for students and it must be mastered by students because it's one of their material at grade XI.

In this research, the researcher searched Students' Ability in using Modal auxiliaries at Grad XI Students SMA Negeri 4 Padangsidimpuan. The researcher wanted to know Students' Ability in using Modal auxiliaries. The researcher conducted with a test. The research who conducted the test to determine the level of Students' Ability in using modal auxiliaries. The test is that have been conducted by researcher.

After doing this research based on the test, the mean score of Students Ability in using Modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan was 7.703 it could be categorized into high ability. Researcher got enough result, it was demonstrated with the analyzed that has been conducted by researchers. This proves instrumental above the results.

The researcher's hypothesis was proved by calculation by using Z test. Which the research had done. The result calculation were  $Z_{\text{count}} = 6.56$  was more than  $Z_{\text{tabel}} = 3.26$  ( $Z_{\text{count}} = 6.56 > Z_{\text{table}} = 3.26$ ) by level of significance 0,05. So, from the result the researcher concluded that hypothesis accepted.

#### **D. The threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students' had activities. Besides, the time with was given to be students' not enough. And also the students' did not do the test seriously. So, the researcher look the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were threats the writer, the researcher the helping from the entire advisers, headmaster and English teachers.



## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

After analyzing and describing the data on “Students’ Ability in using Modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan”, the researcher gave conclusion as follows: “Students’ Ability in using Modal auxiliaries at Grade XI Students SMA Negeri 4 Padangsidimpuan are categorized into enough ability”. Then, the hypothesis was accepted by using Z- test. Because  $Z_{count} = 6,56 > Z_{table} = 3.26$  it means that the students’ ability in using modal auxiliaries at grade XI SMA Negeri 4 Padangsidimpuan is not in the goal 80”.

#### B. The suggestions

After formulating the conclusion, the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. To the English teacher at SMA Negeri 4 Padangsidimpuan, to motivate the students’ to improve their ability in learning modal auxiliaries.
2. To headmaster much add an English teacher for teaching in SMA Negeri 4 Padangsidimpuan because with many teacher that school can be support of students’ more practice the English language everyday.

3. To the reader especially learner more improve their knowledge in sentences especially in using modal auxiliaries.

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### VALIDATION THE QUESTION OF THE RESEARCH

Tick the column if the question below is valid and cross the column if the question below un valid in wish sentence below!

No	Modal Auxiliaries	✓	X
1.	He..... be ill		
2.	They keys'..... be in my coat pocket		
3.	I... swim very well.		
4.	He..... Play volley ball when he was young....		
5.	She.... Be a doctor		
6.	Her son..... be operated tomorrow morning.		
7.	He.... have a good rest to night		
8.	You are sick, but you don't come hospital to see doctor. You.... Visit him soon.		
9.	I... do it better		
10.	He..... come to the class yesterday, because he was sick.		
11.	If you are tired, you..... drive a long distance		
12.	Merry.... Study harder		
13.	We..... do it tomorrow		
14.	..... you please close the door.		
15.	He told me a lot about the Philippines. He..... be there for a long time.		
16	We.... Stay here for two days.		

17	..... I speak to manager today		
18	We..... really think to make a journey to the dark forest many times.		
19	..... I have your pen for a minute?		
20	I..... train every day		

**Validator**

**Research**

Nevy Darnita Harahap, S.Pd

Maisaroh lubis

NUPTK.7556767668400024

**123400059**

## APPENDIX

## Validity Test

Initial Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Xt	Xt <sup>2</sup>
<b>A</b>	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	1	0	0	1	1	<b>13</b>	<b>169</b>
<b>AA</b>	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	<b>13</b>	<b>169</b>
<b>AD</b>	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	<b>16</b>	<b>256</b>
<b>AIN</b>	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	<b>17</b>	<b>289</b>
<b>AN</b>	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	<b>17</b>	<b>289</b>
<b>ATAH</b>	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	<b>5</b>	<b>25</b>
<b>AR</b>	0	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	<b>6</b>	<b>36</b>
<b>BAL</b>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	<b>19</b>	<b>361</b>
<b>CH</b>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	<b>19</b>	<b>361</b>
<b>DA</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	<b>17</b>	<b>324</b>
<b>DKS</b>	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	<b>16</b>	<b>289</b>
<b>DSW</b>	0	1	1	0	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	<b>8</b>	<b>64</b>
<b>DJ</b>	0	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	<b>13</b>	<b>169</b>
<b>DAG</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>DAB</b>	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>4</b>	<b>16</b>
<b>EH</b>	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	1	0	<b>7</b>	<b>49</b>

<b>ES</b>	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	<b>16</b>	<b>289</b>
<b>ESP</b>	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	<b>14</b>	<b>196</b>	
<b>FJ</b>	0	0	0	1	1	1	1	0	0	0	0	1	1	1	1	0	1	0	1	<b>11</b>	<b>121</b>	
<b>FAH</b>	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	<b>5</b>	<b>25</b>	
<b>FDL</b>	0	0	0	0	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	<b>10</b>	<b>100</b>
<b>GRJ</b>	0	0	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	<b>11</b>	<b>121</b>
<b>H</b>	0	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	<b>6</b>	<b>36</b>	
<b>IH</b>	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	<b>7</b>	<b>49</b>	
<b>JW</b>	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	<b>7</b>	<b>49</b>	
<b>MAH</b>	0	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	0	<b>10</b>	<b>100</b>	
<b>SML</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	<b>19</b>	<b>361</b>
<b>RL</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	<b>19</b>	<b>361</b>
<b>WN</b>	0	0	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	<b>6</b>	<b>36</b>	
<b>YS</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	<b>20</b>	<b>400</b>	
<b>N=30</b>	<b>9</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>28</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>22</b>	<b>18</b>	<b>21</b>	<b>17</b>	<b>13</b>	<b>17</b>	<b>11</b>	<b>17</b>	$\Sigma X_t = 354$	$X_t^2 = 5367$



**APPENDIX II**

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

**A. Calculation of Pre-test**

1. Mean score from score total ( $M_t$ )

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{354}{30} = 10.62$$

2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{5367}{30} - \left(\frac{354}{30}\right)^2}$$

$$SD_t = \sqrt{178.9 - 112.78}$$

$$SD_t = \sqrt{66.12}$$

$$SD_t = 8.13$$

3. Mean Score ( $M_p$ )

**Item 1**

$$M_{p1} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{p1} = \frac{13+5+17+4+5+7+19+19+20}{9}$$

$$M_{p1} = \frac{109}{9} = 12.11$$

**Item 2**

$$M_{p2} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{p2} = \frac{13+13+16+17+17+5+19+19+17+8+4+5+6+7+7+19+19+20}{18}$$

$$M_{p2} = \frac{231}{18} = 12.83$$

**Item 3**

$$M_{p3} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{p3} = \frac{13+17+5+6+19+19+17+16+8+4+5+6+7+7+10+19+19+20}{18}$$

$$M_{p3} = \frac{217}{18} = 12.05$$

**Item 4**

$$M_{p4} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{p4} = \frac{13+13+16+17+17+19+19+17+16+13+4+16+14+11+7+10+19+19+6+20}{20}$$

$$M_{p4} = \frac{267}{20} = 13.35$$

**Item 5**

$$M_{p5} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{p5} = \frac{13+13+16+17+17+5+6+19+19+17+16+8+13+7+16+14+11+5+10+11+6+7+7+10+19+19+6+20}{28}$$

$$M_{p5} = \frac{361}{28} = 12.89$$

**Item 6**

$$M_{p6} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{p6} = \frac{13+13+16+17+19+19+17+17+14+11+11+19+19+6+20}{16}$$

$$M_{p6} = \frac{249}{16} = 15.56$$

**Item 7**

$$M_{p7} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{p7} = \frac{13+16+17+17+19+19+17+16+13+6+14+11+5+10+11+10+19+19+6+20}{20}$$

$$M_{p7} = \frac{288}{20} = 14.4$$

**Item 8**

$$M_{p8} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{p8} = \frac{13+13+16+17+17+19+19+17+16+16+14+10+11+19+19}{16}$$

$$M_{p8} = \frac{237}{16} = 14.81$$

**Item 9**

$$M_{p9} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{p9} = \frac{13+16+17+17+19+19+17+16+13+16+14+11+10+19+19+20}{16}$$

$$M_{p9} = \frac{256}{16} = 16$$

**Item 10**

$$M_{p10} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{p10} = \frac{16+17+17+19+19+17+16+13+7+16+14+10+11+6+10+19+19+20}{18}$$

$$M_{p10} = \frac{266}{18} = 14.77$$

**Item 11**

$$M_{p11} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{p11} = \frac{13+16+17+17+19+19+17+16+13+16+14+10+11+7+10+19+19+20}{18}$$

$$M_{p11} = \frac{273}{18} = 15.16$$

**Item 12**

$$M_{p12} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{p12} = \frac{13+13+16+17+17+19+19+17+16+8+7+16+14+11+19+19+20}{17}$$

$$M_{p12} = \frac{261}{17} = 15.35$$

**Item 13**

$$M_{p13} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{p13} = \frac{13+13+16+17+17+19+19+17+16+8+13+16+14+11+10+11+7+10+19+19+6+20}{22}$$

$$M_{p13} = \frac{311}{22} = 14.13$$

**Item 14**

$$M_{p14} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{p14} = \frac{13+13+16+17+17+6+19+19+17+16+13+16+14+11+11+19+19+20}{18}$$

$$M_{p14} = \frac{273}{18} = 15.16$$

**Item 15**

$$M_{p15} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{p15} = \frac{13+16+17+6+19+16+8+13+7+16+14+11+10+11+6+7+10+19+19+6+20}{22}$$

$$M_{p15} = \frac{283}{22} = 12.86$$

**Item 16**

$$M_{p16} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{p16} = \frac{13+16+17+17+19+19+17+16+13+16+11+6+7+10+19+19+20}{17}$$

$$M_{p16} = \frac{255}{17} = 15$$

**Item 17**

$$M_{p17} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{p17} = \frac{17+17+19+19+17+16+8+13+7+16+19+19+20}{13}$$

$$M_{p17} = \frac{207}{13} = 15.92$$

**Item 18**

$$M_{p18} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{p18} = \frac{17+17+19+19+13+7+14+11+10+11+7+7+19+19+20}{17}$$

$$M_{p18} = \frac{221}{17} = 13$$

**Item 19**

$$M_{p19} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{p19} = \frac{13+16+17+6+8+13+7+16+20}{9}$$

$$M_{p19} = \frac{154}{9} = 14$$

**Item 20**

$$M_{p20} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{p20} = \frac{13+13+16+17+17+19+19+17+16+16+14+11+10+11+19+19+20}{17}$$

$$M_{p20} = \frac{267}{17} = 15.70$$

#### 4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

**Item 1**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{12.11 - 10.62}{8.13} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{1.49}{8.13} \sqrt{0.42}$$

$$r_{pbi} = 0.183 \times 0.64 = 0.177$$

**Item 2**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{12.83 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.21}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.271 \times 1.22 = 0.330$$

### Item 3

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{12.05 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.43}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.175 \times 1.22 = 0.213$$

### Item 4

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{13.35 - 10.62}{8.13} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{2.73}{8.13} \sqrt{2.33}$$

$$r_{pbi} = 0.335 \times 1.52 = 0.509$$

### Item 5

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{12.89 - 10.62}{8.13} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{2.27}{8.13} \sqrt{9}$$

$$r_{pbi} = 0.279 \times 3 = 0.837$$

### Item 6

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.56 - 10.62}{8.13} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{4.94}{8.13} \sqrt{1}$$

$$r_{pbi} = 0.607 \times 1 = 0.607$$

### Item 7

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.4 - 10.62}{8.13} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{3.78}{8.13} \sqrt{2.33}$$

$$r_{pbi} = 0.464 \times 1.52 = 0.705$$

**Item 8**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.81 - 10.62}{8.13} \sqrt{1}$$

$$r_{pbi} = \frac{4.19}{8.13} \sqrt{1}$$

$$r_{pbi} = 0.515 \times 1 = 0.515$$

**Item 9**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16 - 10.62}{8.13} \sqrt{1}$$

$$r_{pbi} = \frac{5.38}{8.13} \sqrt{1}$$

$$r_{pbi} = 0.661 \times 1 = 0.661$$

**Item 10**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.77 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{4.15}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.510 \times 1.22 = 0.622$$

**Item 11**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.16 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{4.54}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.558 \times 1.22 = 0.680$$

**Item 12**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.35 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{4.73}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.581 \times 1.22 = 0.708$$

**Item 13**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.13 - 10.62}{8.13} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{3.51}{8.13} \sqrt{2.33}$$

$$r_{pbi} = 0.431 \times 1.52 = 0.655$$

**Item 14**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.16 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{4.54}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.588 \times 1.22 = 0.717$$

**Item 15**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{12.86 - 10.62}{8.13} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{2.24}{8.13} \sqrt{2.33}$$

$$r_{pbi} = 0.275 \times 1.52 = 0.418$$

**Item 16**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{4.38}{8.13} \sqrt{1.55}$$

$$r_{pbi} = 0.538 \times 1.22 = 0.657$$

**Item 17**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.92 - 10.62}{8.13} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{53}{8.13} \sqrt{0.66}$$

$$r_{pbi} = 0.651 \times 0.81 = 0.527$$

**Item 18**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{13 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.38}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.292 \times 1.22 = 0.356$$

**Item 19**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14 - 10.62}{8.13} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{3.38}{8.13} \sqrt{0.66}$$

$$r_{pbi} = 0.415 \times 0.81 = 0.336$$

**Item 20**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.70 - 10.62}{8.13} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.08}{8.13} \sqrt{1.5}$$

$$r_{pbi} = 0.624 \times 1.22 = 0.761$$



## Appendix V

Table Validity of test

No	$M_p$	$M_t$	$SD_t$	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	$r_t$ on 5% significant	Interpretation
1.	12.11	10.62	8.13	0.3	0.7	0.177	0.361	invalid
2.	12.83	10.62	8.13	0.6	0.4	0.330	0.361	invalid
3.	12.05	10.62	8.13	0.6	0.4	0.213	0.361	invalid
4.	13.35	10.62	8.13	0.7	0.3	0.509	0.361	valid
5.	12.89	10.62	8.13	0.9	0.1	0.837	0.361	valid
6.	15.56	10.62	8.13	0.4	0.6	0.607	0.361	valid
7.	14.4	10.62	8.13	0.7	0.3	0.705	0.361	valid
8.	14.81	10.62	8.13	0.5	0.5	0.515	0.361	valid
9.	16	10.62	8.13	0.5	0.5	0.661	0.361	valid
10.	14.77	10.62	8.13	0.6	0.4	0.622	0.361	valid
11.	15.16	10.62	8.13	0.6	0.4	0.680	0.361	valid
12.	15.35	10.62	8.13	0.6	0.4	0.708	0.361	valid
13.	14.13	10.62	8.13	0.7	0.3	0.655	0.361	valid
14.	15.16	10.62	8.13	0.6	0.4	0.717	0.361	valid
15.	12.86	10.62	8.13	0.7	0.3	0.418	0.361	valid
16.	15	10.62	8.13	0.6	0.4	0.657	0.361	valid
17.	15.92	10.62	8.13	0.6	0.4	0.527	0.361	valid
18.	13	10.62	8.13	0.6	0.4	0.356	0.361	invalid
19.	14	10.62	8.13	0.4	0.6	0.336	0.361	invalid
20.	15.70	10.62	8.13	0.6	0.4	0.761	0.361	valid

**Appendix: I**

The Question know the students ability in using modal auxiliaries

Put the correct auxiliaries do complete the sentence below!

1. He ..... (Can, Could Would) Play volley ball when he was young.
2. She..... (May, Must, Will ) be a doctor.
3. Her son ..... (Shall, Will, Can) Be operated tomorrow morning.
4. He.....( Might, may, Must) Have a good rest tonight.
5. You are sick, but you don't' come hospital to see doctor. You.....(Should, will, must) visit him soon.
6. I ..... (Shall, Can, Will) do it better.
7. He..... (Will not, May not, Couldn't) come to the class yesterday, because he was sick
8. If you are tired, you..... ( shall, May not, couldn't) drive a long distance
9. Merry..... ( Will, Can, Should) Study harder
10. We ..... (Should, shall, will) do it tomorrow
11. .... (Will, Shall, Should) You please close the door
12. He told me a lot about the Philippines, He..... (Might, Must, Can) be there for a long time
13. We ..... ( Can, Will, Should) stay here for two days.
14. .... ( Can, Shall, Will) I speak to manager today
15. I..... (Must, May, Might) train every day

**Appendix : II****THE KEY OF QUESTIONS**

1. Could
2. Will
3. Will
4. Must
5. Should
6. Can
7. Couldn't
8. May not
9. Should
10. Shall/Will
11. Will/should
12. Must
13. Will
14. Can
15. Must

## APPENDIX IV

### STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE, TOTAL OF CLASSES AND STANDARD DEVIATION OF STUDENTS' ABILITY IN USING MODAL AUXILIARIES SMA NEGERI 4 PADANGSIDIMPUAN

1. Minimum and maximum score were gotten by setting variable score from low score to high score.

42	42	49	49	49	49	56	56	56	56
56	56	63	63	63	63	63	63	63	63
63	63	63	63	63	70	70	70	70	70
70	70	70	70	70	70	70	70	70	77
77	77	77	77	77	77	77	77	77	77
77	77	77	84	84	84	84	84	91	

2. High score : 91
3. Low score : 42
4. Range ( R) : high score — low score  
 = 91 — 42  
 = 49

5. The total of classes (BK) =  $1 + 3,3 \log n$   
 =  $1 + 3,3 \log 59$   
 =  $1 + 3,3 \times 1,7708$   
 =  $1 + 5,8436$   
 =  $6,8436$   
 = 7

$$6. \text{ Interval } (i) = \frac{R}{BK} = \frac{49}{7} = 7$$

7. Mean score

$$M_x = \frac{\sum FX}{N}$$

<b>Interval</b>	<b>F</b>	<b>x</b>	<b>FX</b>
42 – 48	2	45	90
49 – 55	4	52	208
56 – 62	6	59	354
63 – 69	13	66	858
70 – 76	14	73	1022
77 – 83	14	80	1120
84 – 90	5	87	435
91 – 97	1	94	94
<b>i = 7</b>	<b>59 = N</b>	<b>556</b>	<b>4181 = <math>\sum FX</math></b>

$$M_x = \frac{\sum FX}{N}$$

$$= \frac{4181}{59} = 70,86$$

8. Median

$$Mdn = l + \left( \frac{\frac{1}{2}N - FK_b}{F_i} \right) \times i$$

<b>Interval</b>	<b>Fi</b>	<b>FK<sub>b</sub></b>	<b>FK<sub>a</sub></b>
91 – 97	1	59 = N	1
84 – 90	5	58	6
77 – 83	14	53	20

70 – 76	14	39	34
63 – 69	13	25	47
56 – 62	6	12	53
49 – 55	4	6	57
42 – 48	2	2	59 = N
<b>i = 7</b>	<b>59 = N</b>	–	–

$$\ell = 70 - 0,5$$

$$= 69,50$$

$$FK_a = 12$$

$$FK_b = 25$$

$$F_i = 14$$

$$i = 7$$

$$N = 59$$

$$\frac{1}{2} N = 29,5$$

$$\begin{aligned} Mdn &= \ell - \left( \frac{\frac{1}{2}N - FK_b}{F_i} \right) \times i \\ &= \ell - \left( \frac{\frac{1}{2}59 - 25}{14} \right) \times 7 \\ &= 69,50 - \left( \frac{29,5 - 25}{14} \right) \times 7 \\ &= 69,50 - \left( \frac{4,5}{14} \right) \times 7 \\ &= 69,50 + 2,25 \\ &= 71,75 \\ &= 72 \end{aligned}$$

## 9. Modus

$$Mo = \ell + \left( \frac{F_a}{F_a + F_b} \right) \times i$$

Interval	Fi
91 – 97	1
48 – 90	5
77 – 83	14
70 – 76	14
63 – 69	13
56 – 62	6
49 – 55	4
42 – 48	2
<b>i = 7</b>	<b>59 = N</b>

$$l = 69.50$$

$$F_{\text{maximum}} = 14$$

$$F_a = 14$$

$$F_b = 13$$

$$i = 7$$

$$\begin{aligned}
 Mo &= l + \left( \frac{F_a}{F_a + F_b} \right) \times i \\
 &= 69,50 + \left( \frac{14}{14+13} \right) \times 7 \\
 &= 69,50 + \left( \frac{14}{27} \right) \times 7 \\
 &= 64,50 + 4.067 \\
 &= 73.56
 \end{aligned}$$

#### 10. Standard Deviasi (SD)

$$SD = \sqrt{\frac{\sum FX^2}{N} - \frac{(\sum FX)^2}{N}}$$

Interval	F	X	X <sup>2</sup>	FX	FX <sup>2</sup>
----------	---	---	----------------	----	-----------------

42 – 48	2	45	2025	90	8100
49 – 55	4	19.66	676	104	10816
56 – 62	6	10.15	386.51	117.96	13914.56
63 – 69	13	10.42	103.02	131.95	17410.80
70 – 76	14	11.42	108.57	145.88	21280.97
77 – 83	14	34.8	130.41	159.88	22561.61
84 – 90	5	188	1211.4	174	30276
91 – 97	1	345.45	353.44	188	35344
<b>i = 7</b>	<b>59</b>	<b>345.45</b>	<b>39984.55</b>	<b>1111.67</b>	<b>162703.94</b>

$$N = 59$$

$$\sum FX = 1111.67$$

$$\sum FX^2 = 162703.94$$

$$SD = \frac{1}{N} \sqrt{(N)(\sum FX^2) - (\sum FX)^2}$$

$$SD = \frac{1}{59} \sqrt{(59)(162703.94) - (1111.67)^2}$$

$$SD = \frac{1}{59} \sqrt{9599532.5 - 1235810.2}$$

$$SD = \frac{1}{59} \sqrt{8363722.3}$$

$$SD = \frac{1}{59} \times 2892.010$$

$$SD = 49.017$$



## APPENDIX V

## HYPOTHESES EXAMINE

## Z Test

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{49}{59} - 0,41}{\sqrt{\frac{0,41(1-0,41)}{59}}}$$

$$= \frac{0,83050847 - 0,41}{\sqrt{\frac{0,41(0,59)}{59}}}$$

$$= \frac{0,83050847 - 0,41}{\sqrt{\frac{0,2419}{59}}}$$

$$= \frac{0,83050847}{\sqrt{0,0041}}$$

$$= \frac{0,83050847}{0,06403124}$$

$$= 6,56$$

Calculation  $Z_{table}$  :

$$Z\left(\frac{1}{2}\alpha\right) = Z_{table}$$

$$\alpha = 0.05$$

$$Z_{\text{table}} = 3.26$$

$$Z_{\text{count}} = 6.56 > Z_{\text{table}} = 3.26$$


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Nomor : In.19/E1.6a/PP.00.9/Skripsi/42/2015 Padangsidimpuan, 09 Juli 2015  
Sifat : Biasa  
Lamp :  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

Bapak/Ibu:

1. Eka Sustri Harida, M.Pd (Pembimbing I)

2. Yusni Sinaga, S.Pd., M.Hum (Pembimbing II)

di-

Padangsidimpuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa di bawah ini dengan data sebagai berikut:

Nama : **MAISAROH LUBIS**  
Nim : 12 340 0059  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : **The Students' Ability In Modal Auxiliaries at Grade XI Of SMA Negeri 4 Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

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Nomor : B - 2162 /In.14/E.4c/TL.00/11/2016

8 Nopember 2016

Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

Yth. Kepala SMA Negeri 4 Padangsidempuan  
 Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

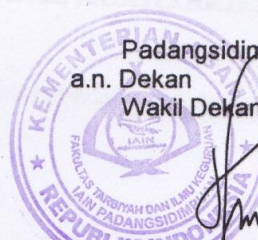
Nama : Maisaroh Lubis  
 NIM : 123400059  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
 Alamat : Jl. Cemara Kel. Kantin Dolok Padangsidempuan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability in Modal Auxiliaries at Grade XI SMA Negeri 4 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 8 Nopember 2016

a.n. Dekan  
 Wakil Dekan Bidang Akademik



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PEMERINTAH KOTA PADANGSIDIMPUAN  
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**SURAT KETERANGAN**

Nomor: 421.4/874/SMAN.4/PL/2016

Yang bertanda tangan di bawah ini :

Nama : **JAHRONA SINAGA, S.Pd.**  
 NIP : 19651228 199512 2 001  
 Pangkat/Gol. Ruang : Pembina Tk. I, IV/b  
 Jabatan : Kepala Sekolah  
 Unit Kerja : SMA Negeri 4 Padangsidempuan

menerangkan bahwa :

Nama : **MAISAROH LUBIS**  
 NPM : 123400059  
 Fakultas/Jurusan : Pendidikan Tarbiyah dan Ilmu Keguruan/TBI  
 Alamat : Jl. Cemara Kel. Kantin Dolok  
 Padangsidempuan

benar telah melaksanakan penelitian di SMA Negeri 4 Padangsidempuan pada tanggal 10 Nopember 2016 s/d 14 Nopember 2016, dengan judul skripsi :

**"THE STUDENTS' ABILITY IN MODAL AUXILIARIES AT GRADE XI SMA NEGERI 4 PADANGSIDIMPUAN"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 14 Nopember 2016  
 Kepala SMA Negeri 4 Padangsidempuan



**JAHRONA SINAGA, S.Pd.**  
 NIP. 19651228 199512 2 001

## CURRICULUM VITAE

### A. Identity

Name : MAISAROH LUBIS  
Nim : 12 3400059  
Place and Birthday : Padangsidimpuan, 22 Maret 1993  
Sex : Female  
Religion : Islamic  
Address : Jl. Cemara, Padangsidimpuan

### B. Parent

1. Father's name : Alimin Lubis
2. Mother's name : Timahari Siregar

### C. Educational background

1. Graduated from primary school SD Negeri No. 200114 Padangsidimpuan in 2001-2006
2. Graduated from SMP N 6 Padangsidimpuan in 2007-2009
3. Graduated from SMK KAMPUS Padangsidimpuan in 2010-2012
4. Be University student in IAIN Padangsidimpuan on 2012