ANALYZING THE ABILITY OF THE THIRD SEMESTER STUDENTS' ABILITY IN USING MODAL AUXILIARIES AT ONE PRIVATE UNIVERSITY IN JAMBI IN ACADEMIC YEAR 2014/2015

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Abstrak

Tujuan penelitian adalah untuk mengetahui kemampuan mahasiswa dalam menggunakkan modal auxiliaries . Subjek pada penelitian ini adalah mahasiswa semester tiga yang terdiri dari 30 orang mahasiswa. penelitian ini adalah penelitian deskriptif yang menggunakkan pendekatan kuantitative, yang bertujuan untuk menguji kemampuan mahasiswa , dan data di ambil berdasarkan test yang diberikan. Hasil tes menunjukkan bahwa nilai tertinggi 90 dan nilai terendah 75, berada pada level excellent sebanyak tiga orang mahasiswa (10%), very good sebanyak 18 orang mahasiswa (60%), good sebanyak sembilan orang mahasiswa (40%). Tidak ada mahasiswa yang berada di level fair and poor.

Kata kunci : kemampuan mahasiswa, auxiliaries

INTRODUCTION

Structure constitutes an important component in language study. By using structure a learner can construct sentences. Then stucture plays important role to create any kind of ideas which can be communicated to whoemever.Next, the structure of a language functions to make a language meaningful. Therefore, structure cannot be ignored in studying language because it makes the speaking opponent understand what the speaker says.

Undoubtedly, structure is a wide study which has many aspects about role of using language. Structure explains about sentence patern. In structure students can find any concept of using tenses in English. Futhermore, through sructure students can get important rules of using modals, auxiliaries, prepositions, adverb of frequentcy and so on. It can be said that the stucture of a language covers all of grammatical rules which have important function in constructing sentences.

One of the forms of sentence construction in English is called Auxiliary. This sentence patern has specific characteristics. The modal auxiliary in English are: can, could, had better , may, might,must, ought to, shall, should, will and would. The examples of modal auxiliary construction can be seen below.

He can play football
Rika should go to the docter
I could go to the beach every day when I was there
I have got to go now
You ought to study tonight

According to curriculum for higher school, the third year students begins to study modal auxiliary . Theoritically, the third grades tudents are able to use modal auxiliary correctly either in spoken and written forms. Beyond that the third grade students also have studied many grammatical rules which support the construction of modal auxiliary.Students have less oportunity to practice English including modal auxiliary sentence well.

In contrast, the writer had unique experience about reality of students'ability in the field, particularly for mastering English structure including modal auxiliary sentence.The experience occured when the writer tought grammar for the first year students of faculty of economics, in University of Batanghari Jambi in 2014.Based on the experience the writer found the some errors as the following points.

1. Pattern of the modal auxiliary which is contrast with the patern of Tenses.
2. Modal auxiliary can be used in polite request with "I" ."you", would you mind" as the subject.

In case of using polite request with the items above, students often make errors in using past tense, subect, ability as follows.

3. Expressing necessity:must, have to, have got to

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Another weaknesses of students in using expressing necessity is that they are doubtful to use helping verb (will, going, etc). They often forget to distinguish between future and past.

4. Advisability:Should, Ought to,Had better

It is also important to discuss students' error in ability to use to, gerund and past tense or perfect.

After considering the explanation in previous paragraph, the wtiter feels that it is necessary to counduct a research about students' ability in using modal auxiliary in order to know the students'ability level in modal auxiliary sentence scientifically. This research is also have positive contribution to teaching English particulrly for modal auxiliary as part of English structure.

Reserch Question

This reseacrh has an important question of problem:

What is the ability of the second semester students' in using modal auxiliary at University of Unbari Jambi?

Limitation of the problem

This research has wide problem. Therefore, the writer would like to limit it in order to make it specific. This research on the following aspects.

This research focuses on polite request and expressing necessity.

The Purpose of the Research

This research aims to find out important information as written below:

The writer wants to know deeply about the third grade students' ability in using modal auxiliary at SMA N 7 Jambi.

Significan of the Research

This research findings is expected to have positive contribution to language teaching. In specific, the result of this research will be useful information for improving the teaching of grammar especially for teaching modal auxiliary at higher school.

REVIEW OF THE RELATED LITERATURE

The Concept of Grammar

According to dictionary of contemporary English (1987), Grammar means that an arrangement or organization, the way in which parts are formed into whole for instance the stucture of a sentence. The synonymous their form and are combined into sentence.

Grammar constitutes all competent language user knows about rules of constructing consist of finite member of rules with which it is possible to create an infinitive member of sentence. Harmer (1991:13)

Widdowson in Al-mekhlafi and Nagaratman (2011) claims that ".....grammar is not constraining imposition but a liberating force;it frees us from depedency on context and a purely lexical categorization of reality."

Form and Pattern

Before the teacher introduce any new language the teacher should have analyzed the form that he/she wants to teach. One of teacher's job is to show the new language is formed-how the grammar works and how it is put together. One way to do this to explains the grammar in detail.

In this research the word pattern refer to the form of modal auxiliary, in other words, the arrangement of words which form a correct sentence.

"Pattern is the way in which something happens or develop" Longman(1987:755)

Language Learning

Learning a foreign language is, of course, different from learning one's mother tang ue. There are three types of language items, which are introduce to a learners, first, phonological items which cover sound of the language. Second, lexical items, which discuss frequent repetition and exposure, and adopt memorization strategies when learning the lexical items.Third, stuctural items which include the rules of constracting sentences. Peter Hubbard(1998:132).

In learning English, the learners have difference ability in comprehending the structural items.The learners are given the chance to apply their knowledge in grammar based on their ability.

"The aim of teaching grammar should ensure that students are communicatively efficient with grammar they have at their level. We may not

teach them the finer points of style at the intermediate level, but we should make sure that they can use what they can use what they know" Jeremy Harmer(1999:22).

Modal Auxiliaries

Modal auxiliary commonly describes a speaker's atitudes, or "moods" for example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable;and, in addition, all of them can convey the strenght of these atitudes, and each modal has more than one meaning.Azar(1989:68)

In modal auxiliary , may I and could I are used to request permission. They are equally polite. Can I used informally to request permission, especially if the speaker is talking to someone she/he knows fairly well. Can I is usually not considered as polite as may I or could I. the meaning of would you and will you in a polite request is the same. Would you is more common and is often considered more polite. The level of politeness, in contrast a given by the speaker's cadence of voice. Could you and would you have the same sense or significance. But, there is light: would you is the meaning of Do you want to do this please?

could you is the meaning of do you want to do this please, and is it possible for you to do this. Both of them have equally polite. Futhermore, Can you is often used in informally. It ussually sounds less polite than could you or would you**.** The last one is would you mind if I. It is followed by simple past and gerund.Expressing necessity, must and have to, both of them always used in daily life statements of necessity. Must is stronger than have to and emphasis of urgency or stress necessary or interest. In other word, have got to also expresses the idea of necessity.It is used in formal and informal English.

Furey and Menasche (1993:29-38) state that the modal auxiliary have many different meaning. The explanation can be described as follow:

1. Can may refer to ability or permission. Can is used to present or future ability.
2. May has two meanings. It can indicate permission or possibility. In both meanings it can refer to present or future time.
3. Should may indicate that something is necessary or a good idea. It may also indicate expectation.
4. Must also has two meanings. It indicate obligation or strong necessity. It is also used to make a guess, inference, or deduction about a future event.
5. Will is used to indicate future time.
6. Might is similar in meaning to may
7. Ought to is similar in meaning to should.
8. Have to is like must in meaning.

Modal Auxiliaries + Perspective

In this form , It is also possible to use modal + perspective is usually used to indicate past time.

Table 13

Modal + have + verb (verb in past participle).....

Remember that a modal is always followed by the simple form of the verb. Thus, have can never be has or had.

Could/may/might+perspective

Use any of these modals + perspective to indicate a past possibility. Remember that these modals also mean possibility in the present.

It may have rained last night, but I'm not sure

The cause of death could have been bacteria

Rika and Rita might have gone to the movies yesterday

Should + Perspective

This is used to indicate an obligation that was supposed to occur in the past, but for some reason it did not occur.

Randy should have gone to the shool this morning

(He did not go to the school)

Mark shouldn't have called Martha last nigh

(He did call her)

The secretary should have made a report about the schedule

(She did not make a report)

Must + Perspective

This is NOT used to indicate a past obligation. Remember to use only had to, should + perspective, or be supposed to to indicate a past the obligation. Must + Perspective can only mean a logical conclusion in the past.

The flower is wet. It must have rained last night

(It probably rained last night)

Bety's lights are out. She must have gone to sleep

(She probably went to sleep)

Salsabila did very well on the exam. She must have studied

(She probably studied)

They failed the test. They must not have studied

(They probably did not study)

"Speakers of other varieties of English, primarily in the southeastern United States, routinely produce sentences with two modals and find this double modal construction completely natural. Which modals they are varies from person to person and across subregions of the Southeast:

We *might could* sing at the conce rt.

I *may should* apply for a new job.

Two modals verbs is the limit howev er."

(Kritin Denham and Anne Lobeck, *Linguistics for Everyone*. Wadsworth, 2010)

Previous Research

Grammar activity functions to develop students' intellectual potentials. The information which is found from grammar materials can increase their thinking ability. It means that students who know more information logically can increase their ability to analyze something. Then grammar activity constitutes as the source for developing cognitive ability. In other words, grammar functions to develop students ability. Moreover, grammar will help students to increase their critical thinking for everything that they know.

There were researchers investigated about the modal auxiliaries. Following examples can be reviewed to conduct further research. First, article is about The Modal Auxiliaries Have to and Must in the Corpus of Early Ontario English: Gradient Change and Colonial Lag. It was conducted in Ontario University. The study conducted by Stefan Dollinger, (2006). The result of the study Have to is first found in texts that reflect informal usage, and for the period in qiestion(1750-1849), have to is only attested with deontic reading; the data suggest that its rise was not exclusively conditioned by the defective paradigm of Must maintains its epistemic function in rel ation to its Late Modern English co mpetitior.

Second , a journal is done by Pierrette Thibault (2008) in Montreal French. H ehad found that the analysis of data from two corpora on Montreal French, collected in 1971 and 1984, shows that:

1. There is only one root semantic value exclusively associated with devoir, namely, the notion of desirability (as in the English Should).
2. There are different patterns of use of the competing modal expressions within each semantic field analyzed, according to the social class of the speaker. Moreover, some pattern characterizing a specific social group are relatively late.

Third, the article is about A Semantic Investigation into the Use of Modal Auxiliary Verbs in the Manifesto of a Ghanaian Politival Party (2014). Nartey and Yankson found that this study explores, in situ, the semantic underpinnings of modal auxiliary verbs in 2012 manifesto of a popular Ghanaian political party, the New Patriotic Party (NPP) and demonstrate perceptibly that modal auxiliary verbs have the provensity to reveal very subtle and nuance meaning of the nature of political discourse.Rooted in a content qualitative research paradigm, the

analysis reveals that modal auxiliary verbs are use intensively in the manifesto to give the message a sense of intention, promise, obligation and necessity in a consious and strategic attemp to persuade the eloctorate.

Fourth, Khojasteh, Shokrpour , and Rafatbakhs conducted the study about Semantic Function of "Obligation /Necessity" and "Politicion/Prediction" Modals in Malaysian English TextBooks: A corpus Based-Analysis. It was conducted in Malaysian Secondary School (2014). They found that accordingly, five modal auxiliaries under two categories of "obligation/necessity" as well as "volition/prediction" modals were chosen by to be analyzed in this corpus-based study. This study needed to be corpus-based because otherwise a great deal of information that could hardly be envisaged with the naked eye could have gone unnoticed.Therefore, WordSmith Tools 4.0 was used almost entirely for the purpose of investigating the semantic function of modals should, must, will, would and shall in the 280,000 running-word textbook –corpus consisting of five Malaysian textbooks. Based on these research the researcher presented positive effects of modal auxiliaries.

RESEARCH METHOD

quantitative approach, the variable in this research is an independent variable either one or more variables without making comparison or conection with another variable.This research is used one type of sample.Hasan (2006:7.)

This research used descriptive quantitative approach in which the data are collected by using the test. The data are analyzed by using statistical analysis formula.According to Ary (2002:22), quatitative research uses objective measurement and stastical analysis of numeric data understood and explain phenomena. So, in this research applied descriptive quantitative approach. The Writer used test to collecting the data, and the data are analyzed by using statistical analysis in order to find out the students' ability in using modal auxiliaries.

Population is defined as all members of any well defined class of people, even, or subject.Ary (2002:163). The population of this research consist of the third semester students at University of Batanghari Jambi in academic year 2014/2015, and the total of the students in class A are 30 students as the sample.

This research uses a test for a collecting data from the research object.The writer uses multiple choice test. The number of the test is 25 questions. Every number has 4 points. If the answer is corret the score is 4. And the total of the score is 100. Every researcher has to use instrument for collecting or gathering data, instrument consist of test, observation, interview , questionare.

1. Test is complete stimulation which are given to testee to get score from them
2. Observation is the activity to observe of research systematically in getting information for the research data.
3. Interview is a means use for collecting data which is done orally by asking some questions.
4. Questionare is a tool use for collecting dta by asking written questions which must be answered in writing from by respondent. (Margono, 1997:158-70).

The test items are written in the form of multiple choice. This test only used modal auxiliaries. The score for each item was 4, for correct answer. Then the score for one incorrect was o (zero).

The validity of test in this research refers to content validity. To sustain the validity of the test as it described above, the researcher tested the students by using standardized grammar test, which were related to modal auxiliaries. Therefore, the instruments were taken from "Understanding and Using English Grammar" Azar (1993), "English Sentence Structure" Krohn (1971) and " Making Progress in English" Fureyand and Menasche (1993), "TOEFL Preparation Guide" Pyle and Munoz. The last one "A Practical English Grammar" Thomson and Martinet (1982). As the source of references.

The data was analyzed by using SPSS 17. The result of assesment is categorized, into five stages on the basic of degree of students' ability. The research used file point scale as described in the table below:

Table 14

The Interval of Ability	Categories
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
➢ 59	Poor

FINDING AND DISCUSSION

The total number of the test is 25 items. The first aspect consist of three questions, the second aspect consists of three questions, the third aspect had two questions, the fourth aspect had three questions, and the fifth aspect had five questions, the sixth aspect had two questions, the seventh aspect has two questions and the last one was eighth aspect had five questions. All of these representated in the itemsof the question that had been given by the researcher to the students.

The Score of Students' Ability

After the valid and reliable test was administered to the third semester . The researcher found students'score in general, the level of ability is clasified into three ategories. the first category means that the highest score. The second category is called middle or fair. The third classification is the lowest score. The data were taken on August 23, 2015, then data or score were analyzed by using statistical analysis (SPSS 19). The researcher had conducted the designed test items, which consisted of 25 items.Reseacher found that the mean of the score achieved by 30 students was 82.033. Furthemore, the lowest score was 75. It was gained by two students. The highest score was 90, it was gained by three students.

Table 15
Score of the Test

Valid	Minimum	Maximum	Mean	Range	Std.Deviation
30	75	90	82.03	15	4.59

The amount of valid data are as many as 30. There are nor invalid data. Average in students' test is 82.03. While the number of score that often appears or gained the most students is 30 with the highest score is 90 and the lowest is 75. Standard deviation score is 4.59.

From these calculation can be seen in the table distribution of the third students' ability in using modal auxiliaries in English Education Students FKIP Batanghari University.

Table 16
The Score of Distribution of the Ability in Using Modal Auxiliaries

The Interval of Ability	**Frequency**	**Percentage**	**Categories**
90-100	3	10%	Excellent
80-89	18	60%	Very Good
70-79	9	40%	Good
60-69	-	-	-
➢ 59	-	-	-
Average	82.03	100%	Very Good

Based on the table above it can be seen the ability in using modal auxiliaries in English Education FKIP Batanghari University excellent as 10% with the frequency of 3 students , very good as 60% with the frequency of 18 students, and good as 40% with the frequency of 9 students. There is no any student pair and poor category. The average is 82.03 with very good category.

Conclusion

Based on the researcher finding written in previous chapter, researcher concludes that generally, the ability of the third semester students in University of UNBARI academic year 2014/2015 is very good. This conclusion is based on the statistical calculation of finding from

the test that the students' ability in using modal auxiliaries was 82.03 with very good category.

In addition, the highest score in the test was 90. It was gained by three students. The lowest score was 75 gained by two students. The items of modal auxiliaries that got the highest percentage of students aswer correctly was 10%, and the lowest one the use of modal auxiliaries was 40%.

Suggestions

In order to improve the students'ability in using modal auxiliaries, the researcher proposes some suggestions to those who are concerned with English particularly for university. the suggestions can be read in the following points.

1. Expected to the departement to continue to provide course grammar and speaking , and further improve the quality of teaching and learning
2. The lecture should have a special attention to the students especially to those who gained low mark in grammar and unconfident in using modal auxiliaries.
   English students are expected can improve their ability for the course of grammar especially in modal auxiliaries .
3. In teaching English a lecturer has to explain the materials of lesson clearly by using simple language which can be understood by students easily
4. For researcher to knowing the ability of students in using modal auxiliaries of the third semester students' English education at FKIP Jambi batanghari University.

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