

## **THE STUDENTS' MASTERY OF MODAL AUXILIARY AT SECOND YEAR OF SMP NEGERI 5 MALANGKE**

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### **ABSTRACT**

This research aims to determine the students' mastery in using modal auxiliary at second grade of SMP Negeri 5 Malangke. This research applied descriptive quantitative method as the research design. the population of this research is class XII of SMP Negeri 5 Malangke. This research used all the students at the second grade of SMP Negeri 5 Malangke as the population of this research. The total number of population from this research is 125 and the total sample of this research is 20 students. The researcher uses purposive sampling as the technique in determining the sample. This research used test as a instrument of this research. The results of this research indicated that the students' mastery in using modal auxiliary at second grades of SMP Negeri 5 Malangke is still low. It can be proven from the average of this research. The average of this research is 40, it means that almost the students have low mastery in vocabulary. Therefore, the researcher concluded that the students' mastery in using modal auxiliary at second grades of SMP Negeri 5 Malangke is poor.

Keywords: English Grammar Mastery, English Language Teaching, Modal Auxiliary,

### **INTRODUCTION**

Currently, English is a language that must be mastered by the whole world community. The establishment of time pushed the world especially non-English country, to more active in learning English including Indonesia. English is the first foreign language in Indonesian school. Indonesian strongly supports the establishment of English as an International language for younger generation, evaluated in the presence of compulsory subject since Elementary School, advance in Junior High School, and the last in High School or University (Iksan & Duriani, 2015). In the implementation, learners in Indonesia are not possible immediately and smoothly in the mastery of English. The students are expected to acquire some language Skill, and those are: listening, reading, writing and speaking. Beside the four language skill, they should have capability in language components.

One of language components is grammar. However, Indonesian learners seem to have problem in mastering English grammar because English and Indonesian language are quite different. This phenomenon is one of factors that make students difficult to study English. They are difficult to understanding about grammar. As we know that grammar is one of the most important things to master English, because grammar is used for listening, speaking,

and writing. In making a good writing in English, students have to know all rules in writing. Not only in general rule but also in specific rule. The specific rule here is about sentence. To make a good sentence, students have to pay attention that a sentence they make is constructed by a complete aspect like subject, verb, and complement. A construction is not named as a sentence if it has no verb or to be. When students learn verbs, one of the categories of verb that they will learn is modal auxiliaries, those are: can, could, will would, shall should, must, have to, may might, had better, and ought to. These auxiliaries are added to the verb a special semantic component such as expressing ability, possibility, permission, advice, necessity, lack of necessity, prohibition, asking for assistance, making logical conclusions, giving instruction, making suggestion, and stating preferences

Modal auxiliaries have special grammatical features such as no infinitive after verb, no "s" after the third singular. Most modal verbs have not only a grammatical function, but also a dictionary meaning. The rule is simple enough in theory, but in practice, there might not be as expected for number of reasons. One of the reasons of modal auxiliaries difficult is students still confused in mastering to modal auxiliaries. Even though the modal are used only with the simple form of the verb, the students should master them well because this kind of pattern often appears in daily communication and examination. The levels of students' mastery in using modal auxiliaries in sentence have not measured yet, so this is important to measure it. Based on the explanation above, the researcher decided to do the research under the title on "The Students' Mastery in Using Modal auxiliary at second Year of SMP Negeri 5 Malangke in the academic year 2020/2021.

## **METHODS**

### ***Research Design***

In this research, the researcher applied descriptive quantitative method. This research focused on the students' mastery in using modal auxiliary at second year of SMP Negeri 5 Malangke.

### ***Population and Sample of the Research***

The population of this research is 125 students of second year of SMP Negeri 5 Malangke. In this research, the researcher used purposive sampling as a technique to get sample. The sample of this research is consisted of 20 students of SMP Negeri 5 Malangke in the academic year 2020/2021.

### ***Instrument of the Research***

In this research, the researcher used test as an instrument. Especially, multiple choices test. The purpose of the test was to measure the students' mastery in using modal auxiliary. The total items of the test was 20 multiple choices.

### ***Technique of Collecting Data***

The researcher used test as the instrument to collect the data which is consisted of 20 questions. The steps of collecting the data are preparing instrument, giving the test, giving discussion, and giving the score to the students worksheet.

### ***Technique of Analyzing Data***

After collecting the data, the researcher have to analyze the data. The researcher analyzed the data by simple formula to know the students' mastery in using modal auxiliary. To analyze the result of the test, the researcher used quantitative descriptive analysis. To analyze the students' mastery level in using modal auxiliary by second year of SMP Negeri 5 Malangke in the academic year of 2020/2021, the researcher gave the score. There were 20 items, the researcher gave 5 points for right item. After that, the researcher analyzed the data quantitatively by applying the following statistic calculation.

*Scoring the students' correct answer*

$$\text{Score} = \text{Students' correct answer} / \text{Total Number of test} \times 100\%$$

Gay (in Jaya, 2014)

*To calculate the mean score of students' answer, the researcher used the formula as follows:*

$$= \Sigma xi / N$$

Gay (in Jaya, 2014)

Where

- $x$  : average of the score
- $\Sigma xi$  : the students total raw score
- $N$  : the total number of the students

*Classification the students' score in to the following criteria:*

*Table 1. Classification of students' score*

No	Category	Percentage
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	0-39

Arikunto (in Kurniasari, 2017)

*To calculate the data into percentage, the researcher applied the formula as follows:*

$$P = /N \times 100\%$$

Gay (in Jaya, 2014)

Where:

P : Percentage

F<sub>q</sub> : Frequency

N : Total Number of Students

## RESULTS

### *Research Finding*

In analyzing the data, the researcher applied descriptive analysis. The researcher used test as a instrument. In the test the students' mastery in using modal auxiliary were very low. It proven by the scores of the students. The researcher can refer to table on the following:

*Table 2. Students' Score*

Number of Students	Total Item	Students' Correct Answer	Score
01	20	5	25
02	20	5	25
03	20	7	35
04	20	7	35
05	20	7	35
06	20	7	35
07	20	7	35
08	20	8	40
09	20	8	40
10	20	8	40
11	20	8	40
12	20	8	40
13	20	8	40
14	20	9	45
15	20	9	45
16	20	9	45
17	20	9	45
18	20	9	45
19	20	10	50
20	20	12	60
<b>Total</b>			<b>800</b>

From the table 2 above, the researcher found various score among the students. It shows that every student has different mastery level in using modal auxiliary. The scores are from 25 to 60. There is one student who get score 50 and 60. There are two students

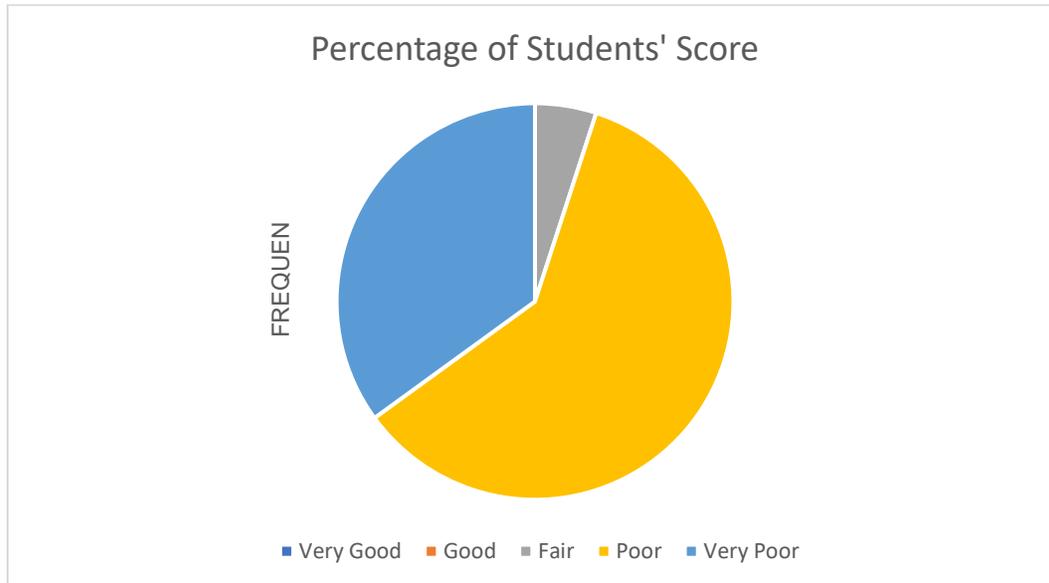
who get scores 25. There are five students who get scores 35 and 45. And six students get score 40. After determining the scores of the students' competence in their modal auxiliary test, the researcher calculated the average score. After calculating based on the formula in analysng the data, the average scoreof students mastery in using vocabulary is 40. We can say that the students' mastery level in using modal auxiliary is poor categorized. Because almost a half of students get score more than the mean.

After calculating the average score of the students, the researcher classified the students' score in the following table 3.

*Table 3. Students' Classification*

Number of Students	Score	Classification
01	25	Very poor
02	25	Very Poor
03	35	Very poor
04	35	Very poor
05	35	Very Poor
06	35	Very Poor
07	35	Very Poor
08	40	Poor
09	40	Poor
10	40	Poor
11	40	Poor
12	40	Poor
13	40	Poor
14	45	Poor
15	45	Poor
16	45	Poor
17	45	Poor
18	45	Poor
19	50	Poor
20	60	Fair

Based on the table 3 shows that there is no one students get Very Good and Good level. There are 2 students who classified as Very Poor. there are 5 students who get scores 35 which classified as Very poor. There are 6 students who get 40 scores which classified as Poor. There are 5 students who get 45 scores which classified as Poor. There is one student who get 50 scores high classified as poor. And there is one student who get 60 scores which classified as Fair. To facilitate the researcher in analyzing the data, the researcher classified and grouped the students' scores based on the classification and the measurement that determined.



*Diagram 1. Percentage of Students' Score*

The diagram above shows that there is no one of 20 students get very good and good classifications. However, there is one (5%) student get fair, there are 7 (35%) students get very poor scores, and 12 (60%) students get poor score. It mean mostly students (60%) are classified as poor in using modal auxiliary.

## DISCUSSION

In this part the researcher discussed about the data analysis of the results of the test. The researcher decided to take 20 students as sample. The aim of this research was to find out the students' mastery in using modal auxiliary at the second grades of SMP Negeri 5 Malangke. The test which used in this research was the multiple choices. It consisted of 20 questions about modal auxiliary.

Mosher:2007, defines that mastery is a simply reaching a certain level of understanding of paticular content. Refers to this theory, it can be described that to define the skill or knowledge of students, they should reaching a certain level of understanding of modal auxiliary. The data at findings showed that the students' mastery at SMP Negeri 5 Malangke was still very low. It can be seen that from 20 students, There were 2 students got 25 scores which classified as very poor. There were 5 students got 35 scores which classified poor. There were 6 students got 40 scores which classified as poor. There are 5 students who got 45 scores which classified as poor. There was one student who got 50 scores which classified as poor. And one student who got 60 scores which classified as fair. It indicated that most of students were still poor in mastery modal auxiliary because from 20 students, most of students got low score. The students were low score on fill in the blank. From 9 questions of fill in the blank part, They could not answer the questions correctly. On the student one worksheet at appendixes, it can be seen that there was no one question aswered correctly. The kind of auxiliary that the almost student have mistakes is to do. They didn't

know how to use do, does in make sentences in simple present. The students still confused to use do and does when they make negative and interrogative sentences.

Then some of students can use modal auxiliary correctly and the other can not use modal auxiliary correctly. The students also cannot differentiate between will with any modal. They answered will when it should not be will. And some of the students also answered the correct modal in other questions with should. Then to get solution of students' mistakes, after the students answered all the questions of the test, the students and the researcher discussed about how to use modal auxiliary correctly and how to differentiate one modal with others. Based on the descriptions above, the researcher found that the mean score of students was 40 which classified as poor level with frequency 12 and percentage 60%. So, it can be concluded that the students' mastery in using modal auxiliary at second grades of SMP Negeri 5 Malangke is still low. Then the implication based on the result of this research can be concluded that although the students have learnt English since in elementary school, however they still not mastering English especially grammar and modal auxiliary.

## **CONCLUSION**

Based on the research discussion which was discussed in the previous page, the researcher concluded that the students' mastery at SMPN 5 Malangke at the second grades still low. It was proven by the scores of the students. The result of data analysis showed that no one of the 20 students got very good and good classification, 1 (5%) student got fair score, 7 (35%) students got very poor scores, 12 (60%) students got poor scores. It was indicated that most of students had low score in mastery modal auxiliary. The kind of auxiliary that the almost student have mistakes is to do. They didn't know how to use do, does in make sentences in simple present. The students still confused to use do and does when they make negative and interrogative sentences.

The results showed that some students can use modal auxiliary correctly and the other can not use modal auxiliary correctly. The students also cannot differentiate the modal and to get the solution, the students should give attention in meaning of the sentences. Because they are not master it.

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