

AN ERROR ANALYSIS OF MODAL AUXILIARIES USAGE IN WRITING ANALYTICAL EXPOSITION TEXT (A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA TIMUR 2018/2019 ACADEMIC YEAR)

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Abstract: *The aims of this research are to find out: 1). The Description of the Students' errors in writing Analytical Exposition Text. 2). The causes of students Errors in Using Modal Auxiliaries in Writing Analytical Exposition Text. The research was conducted by using mix method (quantitative and qualitative research) with 5 students as the informants. Sample was taken by using purposive sampling. The test, interview and documentation were used in collecting data. The causes of the students errors in used modal auxiliaries in writing analytical exposition text is low interest, low discipline, lazy, lack vocabulary, low motivation, attitude and bad habits. Furthermore, students interest was found as well in this research. The how they writing modal auxiliaries in students writing analytical exposition text from analyzed text students analytical exposition text, the writer found that many students are less comprehension about used of modal auxiliaries.*

Keywords: Modal Auxiliaries, Writing, Analytical Exposition Text.

Abstrak: Tujuan penelitian ini adalah untuk menemukan: 1). Mendeskripsikan kesalahan siswa dalam menulis Analytical Exposition Teks. 2). Penyebab kesalahan siswa dalam menggunakan Modal Auxiliaries dalam menulis Analytical Exposition Teks. Penelitian ini dilakukan dengan menggunakan metode campuran (kuantitatif dan kualitatif) dengan 5 siswa sebagai informan. Sampel diambil menggunakan purposive sampling. Test, wawancara dan dokumentasi digunakan dalam mengumpulkan data. Penyebab kesalahan siswa dalam menggunakan Modal Auxiliaries dalam menulis Analytical Exposition Teks adalah rendahnya minat, rendahnya disiplin, malas, kurangnya kosakata, rendahnya motivasi, perilaku dan kebiasaan buruk. Selanjutnya minat siswa telah ditemukan dalam penelitian ini. Bagaimana mereka menulis Modal Auxiliaries dalam menulis Analytical Exposition Teks dari analisis teks siswa Analytical Exposition Teks, penulis menemukan banyak siswa yang kurang pemahaman tentang penggunaan Modal Auxiliaries.

Katakunci: Modal Auxiliaries, Menulis, Analytical Exposition Teks.

I. INTRODUCTION

Genre is type of the texts in teaching English. There are many kinds of text. They are descriptive, narrative, report, recount, exposition text, and so forth. There are two kinds of exposition text, they are analytical exposition and hortatory exposition text. So, they have to understand and able to differ the kinds of text when they want to write a text. In this case, the writer only focuses on analytical exposition.

Writing is one of the basic skills in English besides speaking, reading, and listening. Writing is one of the important skill when they want to express their opinions, ideas, feeling, and convey the information in their mind to the other people in the writing form. Writing involves transferring a message from our thoughts using language in written form and it is a communicative competence. In writing, genre are types of text based on the purpose of the delivery and the message to be conveyed in a text.

Analytical exposition text is a text which explain argumentation about something. It should be mastered by the students in oral or written form. In write language, analytical expsition text ocur as reading as well as writing materials based on the target curriculum given.

Based on writer observation when take the preliminary data, some of students in XI-IPA 1 of SMA Negeri 1 AngkolaTimur still difficult to write analytical exposition text. The writer gave the students test to know the ability of students in writing analytical exposition text. So, the writer found some the error of analytical exposition text. After doing preliminary data the writer found

that from 26 students 17 students error in usage modal auxiliaries in writing analytical exposition text. Mean they are expected to master and understand how to use modal auxiliaries in writing analytical exposition text. The writer teach writing analytical exposition text to know how far the students can use modal auxiliaries in writing analytical exposition text and to analyze the error of students in writing analytical exposition text. The problem of students is low interest, low discipline, low motivation, less vocabulary, attitudes and bad habits, and the students not able to have talent so the students can not expression their idea feeling thought.

One of efforts to reduce this problem is the teacher should motivate them and create most effective way to stimulate them. The teacher must give the comprehension more to the students how to use modal auxiliaries in writing analytical exposition text. So, they will be interested in learning writing.

1. The Nature of Error

There are so many definition of error. Some experts give their opinions about error. According to Gass and Selinker (2008) in Sitompul (2017:5) error analysis is a type of linguistic analysis which focus on the errors made by learners. It starts from learner production data. The comparison is between learners error in producing the target language itself.

Furthermore, Scrivener (2005) in Sitompul (2017:5), "Students error are evidence that progress is being made errors often show us that a student is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress." In addition, errors are typically produced by learners

who do not yet fully command some institutionalized language system, they arise due to the imperfect competence in the target language.

Based on previous explanation of the experts, the writer concludes that error is a part of students' language learning that is common occurs. An error analysis is study and analysis of errors made by second language acquisition. Error analysis is also a study of errors to see what process gave rise to them.

a. The Errors

Corder (1981) in Sitompul (2017:7), "Knowing learners error will provide useful evidence of the system of the language". For beginner learner certainly they do not understand how to learn language so the teacher are very active to help students with knowing errors made by learner and follow the development of learner toward the purpose of language learning.

Based on previous explanation of the experts, the writer concludes that error is the deviation that occurs because language learners do not understand the rules of the language. It can be helped by the teachers who provide additional exercise.

b. The Cause of Errors

John Norrish (1983) in Sitompul (2017:8) exposes three causes of errors:

- a. Carelessness
- b. First language interference
- c. Translation

2. Definition of Modal Auxiliaries

Modal verb is technical one of these verb form: can, could, had better, may, might, must, ought to, shall, should, will, would. They are all used with others verb to change their meaning by expressing ideas such as possibility, permission, or intension. According to Cyssco (2007:95), "Modal auxiliary adalahsekelompok kata bantu yang merupakan bagian dari auxiliary yang memberikan tambahan arti pada suatu kalimat".

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

a. Kinds of Modal

According to Azhar (2009:157), the types of Modal Auxiliaries can be devided into two kinds. First,modal auxiliaries with different meaning such as: can, could, had better, may, might, must, ought to, shall, should, will, and would. Second, modal auxiliaries with similar expression such as: be able to, be going to supposed to, be to, have to, have got to, used to. The usage of Modal;

1) Can is most often used to express a person or things ability to do something.

❖ Expressing ability can is used most often and most literary to express when a person or thing is physically, mentally, or functionally able to do something. When it is used with

not to become negative, it forms a single word, cannot (contracted as can't).

Example:

- John **can** run faster than anyone I know.
- **Can** your brother swim?
- Just do the best you **can**.
- When **can** you start.

❖ Permission: we often use can to express permission to do something.

Example:

- **Can** I go to the bathroom, Ms. Smith?
- **Can** Jenny come to the party with us?
- You **can** leave the classroom once you are finished with the test.

❖ Making request; it is common to use can to make a request of someone.

Example:

- **Can** you get that book down from the shelf for me?
- Your sister is a lawyer, right? **Can** she give me some legal advice?
- **Can** you kids turn your music down, please?

- ❖ Making offers; while it might be seen as impolite to use **can** to make a request, it is perfectly polite to use it to make an offer.

Example:

- **Can** I do anything to help get dinner ready?
- **Can** I help yfind what you need?
- **Can** I give you a ride home?

2) Could is also used to express a slight or uncertain possibility, as well as to make a suggestion or offer.

- ❖ Past ability; when describing what a person or thing was physically, mentally, or functionally able to do in the past.

Example:

- When i was younger, I **could** run for 10 miles without breaking a sweat.
- **Could** your family afford any food during the great depression, grandma?
- Our TV growing up **could** only get about four channels.

- ❖ Asking for permission; when we ask someone for permission to do something, it is often considered more polite to use **could** instead of **can**.

Example:

- Dad, **could** I spend the night at my friend's house?

➤ **Could** we invite Sarah to come with us?

➤ I was wondering if I **could** take a bit of time off work.

- ❖ Making a request; just we use could instead of can to be more polite when asking for permission, it is also considered more polite to substitute could when making a general request.

Example:

➤ **Could** you please be quiet?

➤ **Could** you help me with this assignment?

- ❖ Possibility and likelihood; we can use could to describe actions or outcomes that are possible or likely.

Example:

➤ I think it **could** rain any minute.

➤ She **could** be in big trouble over this.

➤ Be careful, you **could** hurt someone with that thing.

➤ Answer the phone! It **could** be your father calling.

- ❖ Making a suggestion; similar to expressing a possible outcome, we can also use could to suggest a possible course of action.

Example:

➤ We **could** go out for pizza after work on Friday.

➤ You **could** see if your boss would let you extend your vacation.

➤ I know it will be tricky to convince your parents, but you **could** try.

❖ Making offers; in addition to using **could** to make a suggestion, we can also use it to make an offer to do something for someone.

Example:

- **Could** I give you a hand with dinner?
- **Could** we help you find what you need?
- **Could** I give you a ride home?

3) **May** is used to ask, grant, or describe permission, to politely offer to do something for someone.

❖ Expressing possibility that something will happen or occur in the near future, especially when that possibility is uncertain.

Example:

- I'm worried that it **may** start raining soon.
- I **may** run into some problems down the line that we didn't expect.
- I **may** be coming home for the winter break, depending on the cost of a plane ticket.

- ❖ Expressing wishes for the future; **may** is also used in more formal language to express a wish or desire that something will be the case in the future.

Example:

- **May** you both have a long, happy life together
- **May** you be safe in your journey home.
- **May** this newfound peace remain forever between our two countries

4) **Might** is most often used to express an unlikely or uncertain possibility.

- ❖ Expressing possibility; when we use **might** to indicate possibility, it implies a very weak certainty or likelihood that something will happen, occur, or be the case.

Example:

- I'm hoping that she **might** call me later.
- We **might** go to a party later, if you want to come.
- There **might** be some dinner left over for you in the fridge.

- ❖ Politely asking for permission; we also often use **might** to express a possibility as a hypothetical outcome in a conditional sentence.

Example:

- If we don't arrive early enough, we **might** not be able to get in to the show.
- We still **might** make our flight if we leave right now.
- If we are lucky, we **might** have a chance of reversing the damage.

❖ Making suggestions; **might** can also be used to make polite suggestions to someone.

Example:

- You **might** ask your brother about repaying that loan the next time you see him.
- It tastes very good, though you **might** add a bit more salt.
- You **might** try rebooting the computer; that should fix the problem for you.

5) **Must** is most often used to express necessity-i.e., that something has to happen or be the case.

❖ Necessity; when **must** indicates that an action, circumstance, or situation is necessary, we usually use it in a declarative sentence.

Example:

- These doors **must** be left shut at all times.
- We absolutely **must** get approval for that funding.
- You **must** not tell anyone about what we saw.

- ❖ Indicating strong intention; we use the same meaning of must to indicate something we have a very strong intention of doing in the future.

Example:

- I **mustfile** my taxes this weekend.
- I **mustget** around to calling my brother.
- We **musthave** the car checked out soon.

- ❖ Certainly and likelihood in addition to being used to indicate a necessary action or situation, must is also often used to describe that which is certain or extremely likely or probable to happen, occur, or be the case.

Example:

- You **must be** absolutely exhausted after your flight.
- There **must be** some way we can convince the board of directors.
- I **must have** left my keys on my desk at work.

6) Will is particularly versatile, having several different functions and meanings.

- ❖ Ability or willingness; we also sometimes use will to express or inquire about a person or thing's ability or willingness to do something.

Example:

- You wash the dishes; I **will** take out the trash.

➤ This darn washing machine **won't** turn on.

➤ **Won't** Mary come out of her room?

- ❖ Request and offers; we often create interrogative sentences using will to make requests or polite offers.

Example:

➤ **Will** you walk the dog, Jim?

➤ **Will** you have a cup of tea, Sam?

- ❖ Conditional sentence; in present tense conditional sentence formed using if, we often use will to express an expected hypothetical outcome.

Example:

➤ **If** I see him, I **will tell** him the news.

➤ I **won't have to say** goodbye if I don't go to the airport.

- ❖ Commands we can use will to issue commands, orders, or maxims.

Example:

➤ You **will finish** your homework this instant.

➤ This house **will not be used** as a hotel for your friends, do you understand me?

7) Would has a variety of functions and uses.

- ❖ Creating the future tense in the past when a sentence expresses a future possibility, expectation, intention, or

inevitability that began in the past, we use **would** instead of **will**.

Example:

- I thought he **would be** here by now.
 - She knew they **wouldn't make** it to the show in time.
 - I thought John **would be mowing** lawn by this point.
- ❖ Past ability and willingness; we also use **would** for certain expressions of a person or things ability or willingness to do something in the past, though they are usually negative.

Example:

- This darn washing machine **wouldn't turn** on this morning.
 - Mary **wouldn't come** out of her room all weekend.
- ❖ Polite request; we can use **would** in the same way as **will** to form requests, except that **would** adds a level of politeness to the question.

Example:

- **Would** you please **take out** the garbage for me?
 - **Would** John **mind** helping me clean out the garage?
- ❖ Expressing desires; we use **would** with the main verb like to express or inquire about a person's desire to do something.

Example:

- I **would like** to go to the movies later

- Where **would** you **like** to go for your birthday?
- I **would not** care to live in a hot climate.
- **Would** you **care** to have dinner with me later?

8) Shall is only used when I or we is the subject, though this is not a strict rule (and does not apply at all when issuing commands).

- ❖ Creating the future tense are most often formed using will or be going to.

Example:

- We **shall be staying** in private accommodation.
- Our company **shall not be held** accountable for this.
- I **shall call** from the airport.

- ❖ Offers, suggestions, and advice.

Example:

- **Shall** we walk along the beach?
- **Shall** I wash the dishes?
- What **shall I do** with this spare part?
- Who **shall I invite** to the meal?

9) Should is used to politely express obligations or duties.

- ❖ Polite obligations.

Example:

- I think she **should pay** for half the meal.
- You **shouldn't play** loud music in your room at night.

- She **should not be** here; it's for employees only.

❖ Expectations.

Example:

- She **should be** here by now.
- They **should be** arriving at any minute.
- I think this book **should be** interesting.

3. Writing

Writing is one of the main English mastery. It is one of the four skills that have to be mastered by students Basically writing is a skill that can be practiced and mastered as proses of communication which uses conventional system to convey the meaning to the receiver or word to form sentence paragraph, text and so forth.

According to Nation (2008:113), Writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading”.

Based on explanation above, the writer includes that writing is as activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentences, and the formulation or regulation the used is language. Assesingof Writing: 1. Content , 2. Organization, 3. Vocabulary, 4. Grammar, 5. Mechanics.

4. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Social function is to persuade the reader that the idea is important matter. Basically, analytical expositions a kind of text that

purpose to persuade the reader or listener that something is the case. Sometimes it is called a persuasive text.

According to Siahaan (2008:51), "Analytical Exposition is about the truth of a fact of the object to the reader". It means that analytical exposition shows the reader all about the facts based on the discussion issues. Next, according to Pardiyono (2012: 7) says that analytical exposition text is a kind of text which has social function to expose arguments or opinions in response to a problem or event.

It means that analytical exposition is all about the writer's opinion, view, reason, etc. From the previous quotations, it can be concluded that analytical exposition is a kind of text that presents the truth, followed by some arguments to support the truths, and also need care. So, the writer will further elaborate the social function, generic structure, and lexicogrammatical features.

5. Social Function

Social function is one of the genre's part. Because it defines the characteristic of the text. Social function has function to determine the goal of text and what the text is. According to Siahaan (2008: 51) states that the purpose of analytical exposition is to persuade the reader or listener that something is the case. It means that the purpose of this text is to persuade reader about something.

So, the aims of social function in this text is to give information to the readers or listener what talking about in this text and the social function of

analytical exposition is to give argument/opinion/ideas of the writer about the phenomena to the readers or listeners.

6. Generic Structure

Generic structure is the way in which elements of a text are arranged to match its purpose of reading. Generic structure has function, this structure can be observed by readers, and writers will use this knowledge to structure the writing, depending on their purpose.

Generic structure is stage that must be followed in arranging the text. According to Siahaan (2008:52) notes that this structure can be observed by readers, and writers will use this knowledge to structure the generic structure of analytical exposition are: 1). Thesis, 2). Arguments, 3). Reiteration. According Pardiyono (2007:216) says that the rhetorical structures of analytical exposition text are: a). Thesis, a 'statement' form that contains controversial topic and shows the writer's position. b). Arguments, tells the arguments or opinions based on the reality. c). Writer's reiteration, contains a conclusion or statement about the topic.

II. METHODOLOGY OF THE RESEARCH

This research uses the mixing method is qualitative and quantitative research. According to Creswell (2009) in Sugiyono (2014:401), "Amixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths

of both quantitative and qualitative research can provide the best understanding”.

Based on the explanation above the writer use mixing methods in this research to answer research questions in a single study. This research in which the investigator collects and analyzes data integrates the findings, and draws inference using both qualitative and quantitative approaches or methods in single study or program of inquiry.

III. RESULT

Based on the result of test given, it is found that most of students made errors using modal auxiliaries in writing exposition text especially in using conjunction and modals. The five participant almost all of them confused about conjunction and modals in analytical exposition text. Conjunction in analytical exposition text are internal conjunction, causal conjunction, and time connector, such as firstly, secondly, but, because, for that, and so forth. The students also confused and still less understand about the using of modals in writing analytical exposition text. The students still confused how to use “can” or “must” in the good analytical exposition text. Sometimes, they are use “can” and “must” in the same sentence, actually it is inappropriate, for example Sari’s test result “You must can speak English” it should be “You have to can speak English”.

When the writer asked about the causes of students error in using modal auxiliaries almost all of them answer lack vocabulary and do not like about the

material, so they are hard to understand about the material especially using of modal auxiliaries in writing analytical exposition text. Almost all of them do not like English subject, they are said that is very hard to understand. One of them also said that she does do not understand about modal auxiliaries in English subject.

IV. DISCUSSION

Meanwhile, the writer before that had been by Puspa Dewi (2012) studied the research about "Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video". Firstly, Dita Putri Ayu (2017) studied the research about "An Analysis of Students' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 Koto XI Tarusan". From the result finding before, the writer concludes that the students error in using modal auxiliaries still low. The cause of the errors are lack vocabulary, less mastery tenses, and so forth.

There are some researcher has conduct a research about this topic, Secondly Puspa Dewi (2012) studied the research about "Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video". Secondly, Dita Putri Ayu (2017) studied the research about "An Analysis of Students' Difficulties in Using Modal Auxiliaries of Second Year at SMA N 2 Koto XI Tarusan". Compare with my research about "An Error Analysis of Modal Auxiliaries Usage in Writing Analytical Exposition Text, in this my research we

will see what the cause of the student's errors in the above research is the same as the research that I will do.

CONCLUSION

The students' error in using modal auxiliaries in writing analytical exposition text are 21,6 % in using modals. The students also still does not understand how to make a good content, organization, vocabulary, grammar, and mechanics based on the indicators of writing. So, the average of their ability in writing analytical exposition text can be categorized in low category. The average all of the participants just get 47 score. The causes of students' errors in using modal auxiliaries in writing analytical exposition text caused by three causes those are carelessness, first language interference, and translation. Most of the them do not like English subject. So that is why the result of students writing analytical exposition text are far from expectation. The English teacher did some efforts to overcome the students' difficulties in using modal auxiliaries in writing analytical exposition text. The English teacher often repeats the lesson or material, teacher use method or media when the learning process, and gave homework or task to the students about the using of modal auxiliaries in writing analytical exposition text.

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