CHAPTER I

INTRODUCTION

There are six main cases discussed in this chapter. They are Background of the Study, Problems of the Study, Purpose of the Study, Significance of the Study, Scope and Limitation of the Study and Definition of the Concept.

A. Background of the Study

English one of the International Language, which is used by the most people in the world. Thus people all over the world have been using English either in formal or informal situation. Meanwhile in Indonesia the people speak English as their foreign language.

In some countries such as America, Australia, England, New Zealand, the people speak English as their mother -tongue and some countries such as Singapore, India, and Philippine, people speak English as the second language (Ramelan, 1992:3).

All students are now equipped with English from the elementary school to the college in order to compete in the global era, as Areaseoku said in forum "Pentingnya Belajar Bahasa Inggris di Era Globalisasi". Liputan 6.com. December 2nd 2015 (http://forum.liputan6.com/t/): "*English has become a universal language which used in technology, education, politics, commerce, and so on. Language is the most crucial communication tool, likes or dislikes, nowadays English has dominated all aspects of communication.*"

All component aspects of English must be studied carefully by the students to master the English better.

To make good sentence, students have to pay attention that the sentience they make. Grammar is an important element to be learned in learning a language, because it is used to understand the language. Language without grammar can cause confusing in comprehending ideas, opinions, and feelings of the student who express oral or written. English person who is good at grammar can communicate with language better than person that is low at grammar.

"Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally grammar is description of the roles that govern how language's sentences are formed" (Thornburry, 1999:1).

Schrampfer (2011:2):

When students learn verb, one of the categories of verb that they will learn is modal auxiliaries those are: *can, could, may, might, will, would, shall, should, must, have to, 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 conclusion, giving instruction, making suggestion, and stating preferences.

In the grammar discussion there is a lesson that discusses about modal auxiliary. Modal auxiliary often appears in several sentences in English either written, orally or in a conversation. Modal auxiliaries have special grammatical features such as no infinitive after verb, and have no-'s' after the third singular. Most modal verbs have not only grammatical function, but also dictionary meaning. According to Schrampfer (1989:68), "modals are followed immediately by simple form of a verb".

Here the writer would do the research at the location of MTs Darul Amin Palangka Raya, writer chose the MTs Darul Amin Palangka Raya because most of the students live in dormitory and they have more time to learn everyday than usual students. They have must social activity and skills in religion lesson. So, writer interest to them in English study, writer wants to know the ability of them especial in using modal auxiliary. In case they could get the high ability in religion and social, then, how about their English.

Based on pre-observation did by the writer, the information obtained from the English teacher that one of component of structure which is still found difficulties by the learners in learning structure is the modal auxiliary. The causes of the failure are as follows:

1. The limited time for English class

2. Many students in the class.

3. The complicated grammar materials for most student, and

4. The social situation which is not particularly conducive to learn English because English is not usually spoken in the society.

Those phenomena indicate that the teachers failed in teaching learning process. Therefore, English teacher should be considering their teaching technique and any other factors that can support the success in teaching.

Teacher and students wish to be successful in teaching and learning process. Teacher wants students to master what they have been studying, the success in teaching teacher inevitably has spent much energy, implementing

as well as evaluating the instruction. In this case technique of teaching is very important to help the student learning.

To know whether the teaching and learning process successful or not, teacher should evaluate the student's advancement.

In this case, the writer was interested in analyzing the students' abilities in using modal auxiliaries in sentences made by the eighth grade students, entitled "**Analysis of Modal Auxiliary 'Must' and 'Have to' Used By the Eighth Grade Students of MTs Darul Amin Palangka Raya**"

Based on the background of the study above, the advantage in learning must and have to such as ; to make the students of MTs Darul Amin Palangka Raya understand the differences between must and have to, and to make the students know when they use modal must and have to.

B. Problem of the Study

Based on the background of the study above, the problems of the study are as follow:

1. How are the students' abilities in using modal auxiliary 'must' and 'have to'?

2. What are the students' problems in using modal auxiliary 'must' and 'have to'?

3. How are the problems which still encountered by the students in learning the modal auxiliary 'must' and 'have to'?

C. Purpose of the Study

Based on the problems of the study, the purposes of the study are to investigate the usage of modal 'must' and 'have to' in sentences by the students of MTs Darul Amin Palangka Raya, the writer wants to find out the problems of students in using modal 'must' and 'have to' and to find out the students' problems in learning modal 'must' and 'have to'.

D. Significances of the Study

The result of the study will be benefit to English teachers, and other writer who are interested in this subject. For the English teachers, this research may help them to know how well their students' ability in using "must and have to" in English sentences. For the students, this research may assist to use "must and have to" correctly. For other writer, the result may serve as guidelines for the future study related to the subject.

E. Scope Limitation of the Study

Based on the discussion of this study, it focused to find the students' abilities in using modal auxiliary 'must' and 'have to', to find the students' problems in using modal auxiliary 'must' and 'have to' and to find the students' problems in learning modal auxiliary 'must' and 'have to'.

F. Definition of the Concept

Some definitions include in important terms are used in this study:

1. Ability

The capability faced by the students on using modal auxiliary 'must' and 'have to' in sentences.

2. Modal Auxiliary

   Modal auxiliaries are functional words that help verbs to express specific meaning such as ability, probability, obligatory, etc.

3. Students

   Students are that used as the subject of the study at the Eighth Grade Students of MTs Darul Amin Palangka Raya.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theories which used as base solving the problem. It covered Related Studies, Theoretical Study and Framework of Think.

A. The Related Studies

To get the authenticity of this research, the writer presents some studies that deal with related to this research.

The first from Inni Hinayah's thesis, her research entitled: "Error Analysis on Using Modal Auxiliaries 'Must' and 'Have to' of the Second Grade Students of Junior High School at MTsN 1 Pandeglang (2011)" from State Islamic University Syarif Hidayatullah Jakarta. Her research is aimed to obtaining the clear information about level of the student's errors in using modal auxiliaries 'must' and 'have to' by using descriptive analysis method. The samples of this research are 30 students VII a of second grade students at MTsN 1 Pandeglang. To collect the data, the writer gave a test and questionnaire sheets to know why the student do the errors in using 'must' and 'have to'. The reasons why the students did errors are caused context of learning - in class room context the teacher or the textbook can lead the students to make faulty hypotheses about language. Students often made errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

The second from Sudirman's thesis, the research entitled: '' Analysis on Students' Difficulties In Learning Modal Auxiliaries 'Can' and 'Could' (A

Case Study At The Second Year Students Of Mts Muhammadiyah 1 Ciputat) Academic Year 2010" from UIN Syarif Hidayatullah Jakarta. To collect the data, the writer observes the second grade students of Mts Muhammadiyah 1 Ciputat by giving the test and interview the students who low score. The writer used the descriptive analysis technique with visiting the school to do research. The writer gives them the test about Modal Auxiliary in meaning, function and form. After interview the students who have low score, he conclude that the students' difficulties in learning modal auxiliary.

Based on the related study, the writer conducted study about the ability in using Modal Auxiliary "Must" and "Have to" made by the eighth grade students of MTs Darul Amin Palangka Raya. The writer used descriptive statistic because the writer wants to know the students' abilities in using modal auxiliary 'must' and 'have to', to find the students' problems in using modal auxiliary 'must' and 'have to' and to describe the problems faced by students in learning modal auxiliary 'must' and 'have to'. For collecting the data, the writer used test, questionnaire and interview, then technique of analyzing the data writer did collecting data, giving code, giving score and putting conclusion.

B. The Theoretical Study

The theoretical studies describe the various theories related to the discussion will be studied and the purpose of the theoretical study is that researcher understand the definition and characteristics of the theory will be studied.

1. Modal Auxiliary

The theory about modal auxiliary is needed to clear the research problem. The references in this part are used to arrange the research instruments.

Modal auxiliaries are functional words that help verbs to express specific meaning such as ability, probability, obligatory, etc. such modal auxiliaries are can, could, may, might, will, would, shall, should, ought to, must, have to, and need (Schramfer, 1989:68)

The formula of modal auxiliary:

S + Modal + V + Object/complement/adverb.

According to Mustofa (2013:11) in his blog:

Nominal sentence

(+) S + Modal + be + adj/noun/adv ….

(-) S + Modal + S not + be + adj/noun/adv ….

(?) Modal + S + be + adj/noun/adv ….?

Verbal sentence

(+) S + Modal + Verb I + Object/complement/adverb

(-) S + Modal + not + Verb I + Object/complement/adverb

(?) Modal + S + Verb I + Object/complement/adverb ?

According Sarah (124) in students' book, cutting Edge Advanced:

Modal are auxiliary verbs used to give a judgment or interpretation about an action or state. The following verbs are often classified as 'full' modal verbs with the features below:

Can	Could	May	Might	Must
Will	Would	Shall	Should	

- They do not have infinitive form or the 3rd person *'s'* or tenses

- The negative is formed by adding *not/n't* to the verb
- The question is formed by inverting the modal and pronoun
- They are followed by the infinitive form without *to*.
  The following are often referred to as 'semi modals'.

Need   Dare   Have to   Ought to

a. Usage Must and Have to

Must is followed by the simple form of a verb.

*People need food. People **must** eat food.*

I

You

We

They   + must eat

She

He

It

Incorrect: he must works

Incorrect: he must to work

Have to or *have got* to are more common in speech to talk about obligation than *must*. Particularly when we talk about obligation which are externally imposed.

*You **have to** be eighteen to vote.*

Must is more often seen in written English, however.

*Application **must** be over 18 years of age. (*=from application form*)*

The functions of Must and Have to' to express:

1) **Necessity and logical necessity (Must and Have to)**

   Must also express logical necessity (logical deduction).

   *That **must be** Isabel's sister, she looks like her!*

   *She **must** be your sister, she looks like you.*

According to Schrampfer (1981: 164), to express necessity: *must* and *have (got) to*.

   a) *All applicants **must take** an entrance exam.*

   b) *All applicants **have to take** an entrance exam.*

Must and **have** to both express necessities. The meaning is same in (a) and (b): it is necessary for every applicant to take an entrance exam. There is no other choice. The exam is required.

   c) *I am looking for Sue. I **have to talk** to him about out lunch date tomorrow. I can't meet him for lunch because I **have to go to** a business meeting at 1:00*

   d) *Where is Sue? I **must talk** to his right way. I have an urgent message for him.*

In every statement of necessity, **have to** is used more commonly than **must**. **Must** is usually stronger than **have to** and can indicate urgency or stress importance. The meaning in (c) is *I need to do this, and I need to do that.* The meaning in (d) is stronger: *this is important!* Because it is a strong word, **must** (meaning necessity) is

relatively rare in conversation. It is usually found in legal or academic writing.

e) Present and future: ***I have to/ have got to/ must*** *study tonight*

f) Past: ***I had to*** *study last night*

Had to express past necessity. In (e): had to= *needed to*: *I needed to study to study last night*. There is no other past form for **must** (when it necessity) or **have got to**.

Lack of necessity:

a) *Tomorrow is a holiday. We **don't have to go** to class.*

b) *I can hear you. You **don't have to shout**.**

2) **Advice or Recommendation (Must)**

   Must is often used for advice or recommendation, because it express the speaker's sense that this is necessary or important.

   *It's absolutely brilliant film. You **must** go to see it*

   *My mom has Japanese Restaurant with special menu is Yakiniku BBQ, it is delicious foot for dinner, you **must** try it with your partners.*

   Have to is less common in this context.

3) **Obligation (have to)**

   Semi-modals *have to/don't have* to is used to express obligation/lack of obligation.

   Note that we use auxiliaries to form questions and negative.

   *What time **do we have to** be there?*

*I've never **had to** work as hard as I'm doing at the moment.*

*We **have to** pray five times everyday.*

4) Prohibition (must not)

Prohibition:

*You **must not** tell anyone my secret. Do you promise?*

Must not = prohibition (DO NOT DO THIS!)

The meaning in *do not tell anyone my secret. I forbid it. Telling anyone my secret is prohibited.*

***Don't tell** anyone my secret.*

*You **can't tell** anyone my secret.*

*You**'d better not tell** anyone my secret.*

Because **must not** is so strong, speaker also express prohibition with imperatives.

And the other example:

*You **must not** smoke in the class.*

*Tom, you **mustn't** play with fire.*

b. Must and Have to in Negative Sentence

1) Must

The negative of *must* is **must not**

*Application **must not** be over 35 years of age.*

The meaning of *must not* is expression prohibition.

But in this sentence: *That **must be** Isabel's sister, she looks like her!*

The negative of *must* here is **can't**. Such as:

*That **can't** be your mother, she looks far too young.*

2) Have to

The negative of *have to* is **don't have to/do not have to**.

Do, does, or did is used with *have to* in the negative:

*I **don't have to** study tonight.*

*The concert was free. We **didn't have to** buy tickets.*

*She **doesn't have to** go to Malaysia.*

The negative form of *'have to'* expresses the idea that something is not required. It is however, possible if so desired.

Examples:

*You **don't have to** arrive before 8.*

*They **didn't have to** work so hard.*

*We **don't have to** work overtime on Saturdays.*

*She **didn't have to** attend the presentation.*

c. **Must and Have to in Past Time**

In past time the form of *must* and *have to* is **had to**.

*When I was young, you **had to** be twenty-one before you could go in nightclubs.*

But in this sentence: *That **must be** Isabel's sister, she looks like her!*

The past is *must have*.

*Laura **must have** gone home, she's not here.*

d. **Question Form**

Do, does, or did is used in question with *have to*

Do you have to leave now?

What time does Jim have to leave?

Why did they have to leave yesterday?

And for must form:

***Must** I study hard for the final exam tomorrow?*

***Must** you go to school?*

2. **Students' Problem In Using Modal**

Students' learning difficulties faced by students can be caused by several factors, both internal and external factors. According to Mohammad Surya (1992: 87) the two factors that could hamper the learning process of students.

1. **Internal factor;** the factor comes from inside of the students such as interest, motivation, mental health, and talent. As Ahmadi and Supriyono (2004:75) said: "The internal factor is divided into aspect; physiological aspect and psychological aspect".

a) Physiological Aspect

This aspect is about the condition of the students body form every part of the body. Physiological conditions are generally very influential to one's learning ability. People who are physically fresh will learn from people who are in a state of fatigue. For instance, when the students get headache, they can not study well. The condition of body can influence students' intensity and spirits in studying. So, if their bodies are healthy,

they can study well; can receive the information about what they are learning and can a good achievement. However, if they are not, it will influence too. The students become lazy and do not have spirit to study.

b) Psychological Aspect

This factor emphasize on the inside conditions of the students. It consists of the student intelligence, talent, interest, motivation, mental health, and special types of learner.

- Intelligence

  The level of intelligence which the students have, it gives the influence in their learning. If the students have to resolve their problems which are over than their competences or their potentials, their face the difficulties, especially in their learning, the higher IQ that students have, the higher achievement they will get.

- Talent

  Talent is the basic of potential or basic of competence which is gotten from born.

  Everyone has different latent. Someone will be easy learning something that is not suitable with their talent will get bored, give up, and unhappy.

- Interest

Interest is a tendency and high spirit or desire to something. The students' interests can be seen by the way students follow the learning process, complete or incomplete their note and pay attention to the italic word in those learning. Without interesting to the learning process, they will get n\learning difficulties. So, for those who have high interest in learning process, they will study hard to get they want happily. Nevertheless, for those who have less interest in learning process, they will study just as long as they want.

- Motivation

  Motivation is as inner factor that functions for making, basing, and pointing to the learning. Students' motivations can determine good or bad in their learning achievement. The higher motivation they have, the higher learning success they will get.

- Mental health

  In learning process, there is not only about intelligence but also about their mental health and their emotion. The quite emotion and the mental health will make the good result in learning process. In additional, if the students get successful in their learning, they will have self-esteem is the factor of mental health.

- Special type of learner

  As we know, there are three type of learning style, those are: visual, motorist, and visual-motorist. If the learning process is suitable with their learning style, they will study happily.

2. **External factor;** that cause learning difficulties. In this case, the students do not concentrate to the material given because their friends disturb them, or their parents do not support them to study. Ahmadi and Supriyono (2004:75): The external factor includes social environment and non social environment.

   a) Social Environment

      The social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbors, and mass media.

      Family is the first center of education. But it can be the cause of learning difficulties if the families give less attention to their children.

      Social environment in school such as teachers, staff administration and classmates can influence the students. The teacher can be a cause for learning difficulties when:

      - Unqualified teacher.

      - Bad relationship between the teacher and the student.

      - The high learning standard from the teacher.

- Has no skill in diagnosing the students learning difficulties.

- The unsuitable method.

Moreover, neighbors or people surrounding them can also influence in their learning activities.

b) Non Social Environment

The factors which include the non social environment are the location of student's house, the school's building, learning instruments, curriculum, and school timing. All these factors are thought can be the influence for the student's achievement.

C. Framework of Thinking

To know the ability of students in understanding the lessons need the test. With the score produced from the test can be known whether the ability of students is good or still below low average (low). Here questionnaire and interview were also needed to find out the problem of the student's problem in the ability to understand the lesson.

| Student's ability | ⇨ | Test | ⇨ | Score | ⇨ | Good or still Low |

| Student's problem | ⇨ | Questionnaire and Interview | ⇨ | Student's answer | ⇨ | Result |
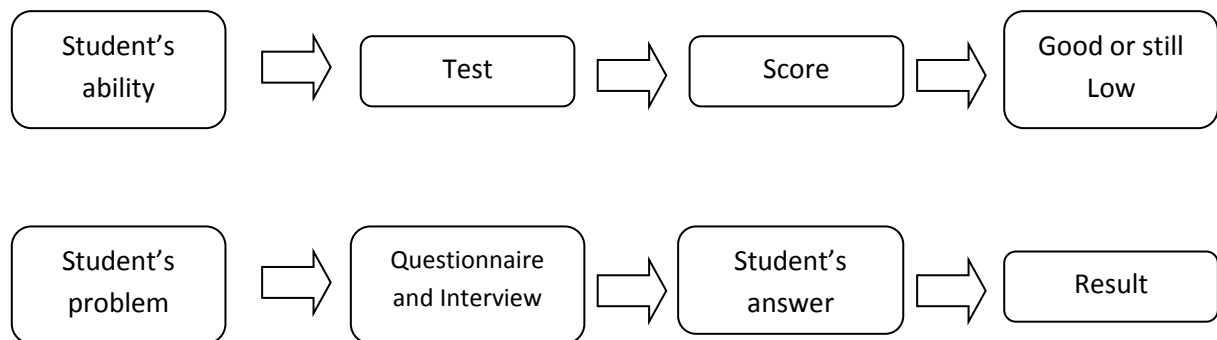
Picture 2.1. framework of thinking

CHAPTER III
RESEARCH METHOD

This chapter explains about method and steps of research. The discussions covered Research Design, Population and Sample, Technique of Data Collection, Instrument Tryout, Data Analysis Procedure and Technique Analysis of Data.

A. Research Design

This research used the descriptive research method, which was the writer found out the fact or description of the students' problems in using modal 'must' and 'have to'. Based on this research, the writer used descriptive statistics to describe the features of the data. In descriptive statistic, writer could simply describe the data show. Descriptive statistics can help to provide a simple summary or overview of the data, thus allowing researchers to gain a better overall understanding of the data set.

The writer used a quantitative approach because this approach is qualified to collect statistical data to answer the problems of this study. Then, the researcher measured the students' score by the test.

According to Sugiyono (2003: 14) Quantitative research is research with data in numbers forms or qualitative data made into numbers.

This research is a descriptive quantitative research that aimed to explain the existing phenomenon by using the numerals to find out how the students 'abilities in using modal auxiliary' must' and 'have to'. Data analysis was directed for searching the mean or percentage of students and data analysis was performed after all data das been collected.

B. Population and Sample

The population in this research was the eighth grade students of MTs Darul Amin Palangka for academic year 2016/2017. Based on pre-observation, the writer did short interview to the English teacher and the head-master of MTs Darul Amin Palangka Raya to take information about the students. The population was taken in the eighth grade students academic 2016/2017 because they had studied the lesson about modal auxiliary.

To determine the sample from population, the writer used cluster-sampling which consist of VIII C class with the total was 25 students. The writer chose cluster-sampling because the object or the data source is large and time for taking the data is limited.

C. Techniques of Data Collecting

It was the first step to analyze the data. The step used to collect all of the data from the sample of research. To collect the data there are three techniques:

1. Written test

To get the data, the writer gave the test to eight grade student of MTs Darul Amin Palangka Raya which focus on the function of modal auxiliaries 'must' and 'have to'. Kind of the test is 'fill the blank space' questions by using modal auxiliary 'must' and 'have to'.

The items test took from some sources such as the students' books "When English Rings a Bell", Mount (An English Book for

Junior High School), Buku Panduan Pendidik Bahasa Inggris Untuk

SMP/MTs and internet (Bahasa Inggris MTsN Cisontrol).

2. Questionnaire

Questionnaire was used to reveal some information and data

related problems of study that are observed. Questionnaire used to

complete the data got from objective test which consist of several

questions related to problems faced by the student in using modal '

must' and 'have to'.

The research instrument used to do measuring with purpose to

result the quantitative data accurately, so, every instrument must have

the scale.

The questionnaire used in this research is *likert scale*. *Likert*

scales are used to measure attitudes, opinions, perceptions of someone

or group about social phenomenon (Sugianto, 2006:134).

The answers each of instrument items used likes scale have

gradation from very positive to very negative, the words like as:

- Very agree/always/very positive.

- Agree/often/positive.

- Be wary/sometime/neutral.

- Not agree/almost never/negative.

- Very not agree/never/very negative.

   For quantitative analysis necessity, so, the answer given score:

- Very agree/always/very positive = 5

- Agree/often/positive = 4

- Be wary/sometime/neutral = 3

- Not agree/almost never/negative = 2

- Very not agree/never/very negative = 1

Criteria of score interpretation according to Riduwan (2010:88):

0% - 20% = very weak

21% - 40% = weak

41% - 60% = fair

61% - 80% = strong

80% - 100% = very strong

3. Interview

Interview was used as technique data collection when writer wants to do the first study for finding the problem which must know and also when writer wants to know the cases of respondent deeper. *This technique base the self at the statements about own self or self-report, knowledge and individual conviction* (Sugiyono, 2012:194) .

D. Instrument Try Out

1. Test

Test was used to know the test instruments were relevant to be given to the students. It was performed try out. It used to know the validity of the test, reliability and level of difficulties of the test.

Before making a test, the writer made 'items specific' which focus on the function of modal auxiliary 'must' and 'have to' earlier. Here is the table of ''items specific':

Table 3.1. Items Specific of Written Test

No	Modal	Form	No. Soal
1	Necessity	Positive	1, 2, 6, 7, 11
		Negative	16
		Interrogative	12
2	Logical necessity	Positive	9, 10, 14, 19
		Negative	-
		Interrogative	-
3	Obligatory	Positive	4, 5, 8, 13, 15
		Negative	
		Interrogative	
4	Recommendation	Positive	20
		Negative	-
		Interrogative	-
5	Prohibition	Positive	-
		Negative	3, 18, 17
		Interrogative	-

Instruments try out tests to other class of school of the population of the students but in the same level.

a. Instrument validity

The content validity has something to do with questions as to how adequately the test content sample large do main of situations at presents. In the other word a test supposed to be valid in term of its content when it is developed as to contain adequately representative sample of the course, the objectives, and the items.

Here, the writer used *Point Biserial Correlation* formula (rumus Korelasi Point Biserial). Point Biserial Correlation formula most

applied for validity test the instrument result in multiple choice test or fill the blank space test form. In type correct answer = 1 and wrong answer = 0.

According to Sudijono (2005: 190): It used to measure the validity of the test is as follow:

$$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

r_{pbi} = coefficient validity of each item

Mp = mean of the right answer

Mt = mean of the total score

SDt = standard deviation from the total score

p = proportion of the students' correct answers for each item

q = proportion of the students' wrong answer for each item.

The result of the calculation above is connected to the following criteria (Suharto, 1988: 126):

0.800 – 1.00 = very high valid

0.600 – 0.799 = high valid

0.400 – 0.599 = fair valid

0.200 – 0.399 = poor valid

0,000– 0.199 = very poor validity.

The result of validity test of written test could be seen in the table as below:

Table 3.2. The Result for Coefficient Validity of Written Test

Number item	Coefficient validity of	Note

Written Test	each item	
1	0,238	**Valid**
2	0,431	**Valid**
3	0,215	**Valid**
4	0,372	**Valid**
5	0,294	**Valid**
6	0,247	**Valid**
7	0,44	**Valid**
8	0,166	**Valid**
9	0,51	**Valid**
10	0,143	**Valid**
11	0,156	**Valid**
12	0,298	**Valid**
13	0,322	**Valid**
14	0,247	**Valid**
15	0,357	**Valid**
16	0,146	**Valid**
17	0,266	**Valid**
18	0,282	**Valid**
19	0,45	**Valid**
20	0,601	**Valid**

b. Instrument Reliability

According to Norman E Ground (p.86) Reliability refers to the consistency of measurement that is how consistent the score or other evaluation results are from one measurement to another.

In additional to validity test, the reliability is used. The formula KR-21 is used to measure the reliability of the instrument.

$$r_{II} = \frac{(n)}{n-1} \left[1 - \frac{M(n-M)}{St^2} \right]$$

r_{II} = instrument reliability of test

n = Number of test item

1 = constant multiplier

S = total of variant

M= average score

The qualification of reliability as follow:

$r_{II} < 0.70$ = not reliable

$r_{II} > 0.70$ = reliable.

The result of reliability for all item is 1,03. It explains all item was reliable.

c. Index of Difficult

Index of difficult is used to know how difficult or easy of the test items. The formula (Heaton, p.172) used is:

F.V = $\underline{R}$

     N

F.V = index of the difficult

R = the number of the correct answers

N = the number of the students.

The criteria of difficulty:

F.V   0.00 – 0.30 = difficult

        0.30 – 0.70 = fair

F.V   > 0.70 = easy

The result for index of the difficult could be seen at the table below:

Table 3.3. The Result for Index of the Difficult of Written Test

Number item Written Test	Index of the Difficult	Note
1	0,83	Easy

2	0,79	Easy
3	0,66	Fair
4	0,58	Fair
5	0,63	Fair
6	0,67	Fair
7	0,67	Fair
8	0,71	Easy
9	0,87	Easy
10	0,87	Easy
11	0,58	Fair
12	0,54	Fair
13	0,62	Fair
14	0,67	Fair
15	0,79	Fair
16	0,54	Fair
17	0,71	Easy
18	0,79	Easy
19	0,54	Fair
20	0,67	Fair

2. **Questionnaire**

   a. Instrument validity

   In measuring validity the writer used *Pearson Product Moment* (PPM) to measure each of the item questions. Criteria to look a value of question give a significant correlation for a total number is if values of r of each question higher from r table its mean valid. The rule is:

   $r_{value} > r_{table}$ = valid

   $r_{value} < r_{table}$ = not valid

   The formula to calculate is:

$$r_{ix} = \frac{n \sum ix - (\sum i)(\sum x)}{\sqrt{(n \sum i^2 - (\sum i)^2)(n \sum x^2 - (\sum x)^2)}}$$

$r_{ix} = koefisien\ korelasi\ item - total\ (bivariate\ pearson)$
$i = skor\ item$
$x = skor\ total$
$n = banyaknya\ subjek$

If the instrument is valid, would look at interpretation criteria about

index correlation r (Riduwan, 2010:10) below:

0.800 – 1.00 = very high valid

0.600 – 0.799 = high valid

0.401 – 0.599 = fair valid

0.201 – 0.399 = poor valid

0,000– 0.199 = very poor validity.

The result of validity test of questionnaire could be seen in the table as

below:

Table 3.4. Result of Analysis Validity of the Questionnaire

(Negative respond)

Number item questions	r –value	r – table	Note
1	0,663	0,404	Valid
2	0,767	0,404	Valid
3	0,513	0,404	Valid
4	0,618	0,404	Valid
5	0,788	0,404	Valid

Table 3.5. Result of Analysis Validity of the Questionnaire

(Positive respond)

Number item questions	r –value	r – table	Note
6	0,550	0,404	Valid
7	0,641	0,404	Valid
8	0,516	0,404	Valid
9	0,770	0,404	Valid
10	0,606	0,404	Valid

Considering the result above, the test was valid. Then it was show that the questionnaire test is a good instrument to get the valid data.

b. Instrument reliability

Furthermore, the beneficial of reliability test to determine what the instrument in the questionnaire can be used more than one time by the same respondents will produce the data consistently.

The formula for questionnaire reliability is used *Cronbach Alpha* formula:

$$r_{II} = \left[\frac{(n)}{n-1}\right]\left[1 - \frac{sb3}{St^2}\right]$$

r_{II} = instrument reliability of questionnaire

n = Number of test item

1 = constant multiplier

Sb3 = variant score total each items

St2= total of variant

The valid criteria in reliability test:

$r_{value} > r_{table}$ = reliable

$r_{value} < r_{table}$ = not reliable

Cronbach Alpha $< 0,6$ = bad reliability

Cronbach Alpha $0,6 - 0,79$ = accepted

Cronbach Alpha $0,8$ = good reliability

The result of reliability for all item negative respond is 0,704, it is accepted.

And the result of reliability for all item positive respond is 0,767 = accepted.

E. **Data Analysis Procedure**

After collecting the data, the writer processes the data such as in the following ways:

1. Editing

    In editing, writer checked the students' name in answer sheets and their names in attendance list in order to make sure who follows the test. By doing so, the left or missed student's answers are easy to understand.

2. Coding

    After getting the result of the tests made by the students, writer coded the students' names. The real names of the students are replaced.

3. Scoring

The next step after coding continued with scoring the students answers. Scoring given related to the concept and measurement, which determine appropriately.

4. Tabulating

    After the data of students' score found out, all the data related to the scores and result of the questionnaire re-arranged in the tables.

F. Technique Analysis of the Data

Related to the main target to analyze the data in this study, the inductive method that take conclusion based on the specific to general things used to conclude the data. As the foundation of conclusion taking, the data will be analyzed by these following steps:

1. Giving score to the data obtained and then tabulating them.

    -   In giving the score for written test was used the formula as follow:

    $$S = \frac{n}{N} x 100\%$$

    S = students score

    n= number of the correct answers

    N= number of the total of items

    100% = constant multiplier.

    -   Seeking the average score by using the mean (M) formula. The formula:

    $$M = \frac{\Sigma fx}{N}$$

    M = mean

    Σ = the sum of

f= the frequency of scores

N = number of test

2. In giving score for the questionnaire

- the formula:

$$S = \frac{ts}{is} x 100\%$$

S= score category

ts= score total

is= ideal score

- Seeking the average score by using the mean (M) formula. The formula:

$$M = \frac{\Sigma fx}{N}$$

M = mean

Σ = the sum of

f= the frequency of scores

N = number of test.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of study. It presents about Data Presentation, Research Finding and Discussion.

A. Data Presentation

As mentioned in chapter III, for collecting the data it used three techniques, they are test, questionnaire and interview.

The data were collected on January 3rd – March 3rd, 2017 at the Eighth grade students of MTs Darul Amin Palangka Raya located on Yakut street, G. Obos 9 Palangka Raya with the total of sample was 25 students.

The result of test data was processed in the score form of students to know the ability of students.

The data of questionnaire was used to collect the data in opinions, responses or impressions form on the problems faced by the students.

The last technique is interview. It was used to collect the data in students' opinions form to know their problems in learning modal auxiliary 'must' and 'have to.

1. The Usage of Modal Auxiliary 'Must' and 'Have to' (Written Test)

The Usage of Modal 'Must' and 'Have to' are the main problems. The test was given to the eighth grade students VIII C on 25th, 26th, 27th of January 2017. In the test the students were asked to answer the written test about using modal auxiliary 'must' and 'have to' by fill the blank space form with 20 items of questions.

This is the wrong answer in written test question were given by students:

- **The sentence number 1**: Because of the deadline, I _____ (finish) my work before 12.00 today.

- **The correct sentence**: Because of the deadline, I *must* finish my work before 12.00 today.

- **Their answers**:

Students' answers:

Table 4.1. Incorrect Answers of Students (item num.1)

No	The number of the students	Answers
1	7 students	Have to
2	1 student	Has to

- **The sentence number 2**: In order to log on to the facebook, Anna _____ (enter) her user I.D.

- **The correct sentence**: In order to log on to the facebook, Anna *must/has to* enter her user I.D.

- **Their answers**:

Table 4.2. Incorrect Answers of Students (item num.2)

No	The number of the students	Answers
1	1 student	Have to
2	1 student	Must not

- **The sentence number 3**: You _____ (smoke) in the hospital.

- **The correct sentence**: You *must not* smoke in the hospital.

- **Their answers**:

Table 4.3. Incorrect Answers of Students (item num.3)

No	The number of the students	Answers
1	1 students	Don't have to
2	2 students	Have to

- **The sentence number 4**: Yesterday, I _____ (finish) my geography project.

- **The correct sentence**: Yesterday, *I had to* finish my geography project.

- **Their answers**:

Table 4.4. Incorrect Answers of Students (item num.4)

No	The number of the students	Answers
1	7 students	Have to
2	2 students	Have to
3	2 students	Has to
4	1 students	Don't have to

- **The sentence number 5**: Do you _____ (work) next week?

- **The correct sentence**: Do you *have to* work next week?

- **Their answers**:

Table 4.5. Incorrect Answers of Students (item num.5)

No	The number of the students	Answers
1	5 students	Must
2	10 students	Must not
3	1 student	Had to

- **The sentence number 6**: You _____ (come) with us if you don't want to.

- **The correct sentence**: You *don't have to* come with us if you don't want to.

- **Their answer**:

Table 4.6. Incorrect Answers of Students (item num.6)

No	The number of the students	Answers
1	3 students	Must
2	1 student	Has to
3	5 students	Must not
4	2 students	Must to

- **The sentence number 7**: Mr. Lee   : hi, Kang. Where's your dad?

  Kang   : oh, he _____ (go) to work because there was an emergency.

- **The correct sentence**: Mr. Lee   : hi, Kang. Where's your dad?

  Kang   : oh, he *had to* go to work because there was an emergency.

- **Their answers**:

Table 4.7. Incorrect Answers of Students (item num.7)

No	The number of the students	Answers
1	8 students	Must
2	2 students	Don't have to
3	2 students	Have to
4	9 students	Has to
5	1 student	Mus not

- **The sentence number 8**: My friend asks me to attend to her birthday party. Do I _____ (attend) to her party tomorrow?

- **The correct sentence**: My friend asks me to attend to her birthday party. Do I *have to* attend to her party tomorrow?

- **Their answers**:

Table 4.8. Incorrect Answers of Students (item num.8)

No	The number of the students	Answers
1	3 students	Had to
2	10 students	Must

- **The sentence number 9**: He _____ (be) very tired after climbing the mountain.

- **The correct sentence**: He *must* be very tired after climbing the mountain.

- **Their answers**:

Table 4.9. Incorrect Answers of Students (item num.9)

No	The number of the students	Answers
1	4 students	Have to
2	2 students	Yesterday
3	2 students	Must not
4	4 students	Has to

- **The sentence number 10**: Mario likes singing J'Rock songs. He _____ (be) a great fan of J'Rock or a J'Rock star.

- **The correct sentence**: Mario likes singing J'Rock songs. He *must* be a great fan of J'Rock or a J'Rock star.

- **Their answers**:

Table 4.10. Incorrect Answers of Students (item num.10)

No	The number of the students	Answers
1	12 students	Has to
2	3 students	Have to
3	1 student	Yesterday
4	1 student	Must not

- **The sentence number 11**: Yesterday, I_____ cram all day for my

  French final. I didn't get sleep until after midnight.

- **The correct sentence**: Yesterday, I *had to* cram all day for my French

  final. I didn't get sleep until after midnight.

- **Their answers**:

Table 4.11. Incorrect Answers of Students (item num.11)

No	The number of the students	Answers
1	3 students	Have to
2	4 students	I don't have to
3	3 students	Has to
4	1 student	Must
5	1 student	Must not

- **The sentence number 12**: _____ I study hard for the final exam

  tomorrow?

- **The correct sentence**: *Must* I study hard for the final exam tomorrow?

- **Their answers**:

Table 4.12. Incorrect Answers of Students (item num.12)

No	The number of the students	Answers

1	10 students	Have to
2	1 student	Had to
3	1 student	Has to

- **The sentence number 13**: Andrew _____ (pay) his rent every

  month.

- **The correct sentence**: Andrew *has to* pay his rent every month.

- **Their answers**:

Table 4.13. Incorrect Answers of Students (item num.13)

No	The number of the students	Answers
1	6 students	Have to
2	6 students	Must
3	3 students	Must to

- **The sentence number 14**: Fasha always gets the first rank. He

  _____ (be) the smartest student at his class.

- **The correct sentence**: Fasha always gets the first rank. He *must* be the

  smartest student at his class.

- **Their answers**:

Table 4.14. Incorrect Answers of Students (item num.14)

No	The number of the students	Answers
1	14 students	Has to
2	4 students	Have to
3	1 student	Must not

- **The sentence number 15**: If Michelle wants to a professional

  musician, she _____ (practice) everyday.

- **The correct sentence**: If Michelle wants to a professional musician, she *has to* practice everyday.

- **Their answers**:

Table 4.15. Incorrect Answers of Students (item num.15)

No	The number of the students	Answers
1	6 students	Must
2	1 student	Have to
3	4 students	Has to
5	1 student	(no answer)

- **The sentence number 16**: You _____ (introduce) me to Shania, because we already met.

- **The correct sentence**: You *don't have to* introduce me to Shania, because we already met.

- **Their answers**:

Table 4.16. Incorrect Answers of Students (item num.16)

No	The number of the students	Answers
1	8 students	Has to
2	3 students	Must
3	6 students	Must not
4	6 students	Have to

- **The sentence number 17**: Son　: mom, I want to watch TV now. Do I _____ (clean) my room right now?

　Mom　　: yes, right now.

- **The correct sentence**: Son　　　: mom, I want to watch TV now. Do *have to* clean my room right now?

Mom   : yes, right now.

- **Their answers**:

Table 4.17. Incorrect Answers of Students (item num.17)

No	The number of the students	Answers
1	11 students	Must
2	1 student	(no answer)
3	1 student	Must not
4	1 student	Has to
5	1 student	Don't have to

- **The sentence number 18**: If you walk at the park, you _____ (walk) on the grass.

- **The correct sentence**: If you walk at the park, you *must* not walk on the grass.

- **Their answers**:

Table 4.18. Incorrect Answers of Students (item num.18)

No	The number of the students	Answers
1	7 students	Don't have to
2	7 students	Have to
3	1 student	Must

- **The sentence number 19**: Masha _____ (have) some problems, she keeps crying.

- **The correct sentence**: Masha *must* have some problems, she keeps crying.

- **Their answers**:

Table 4.19. Incorrect Answers of Students (item num.19)

No	The number of the students	Answers
1	10 students	Has to
2	2 students	Must not
3	6 students	Have to
4	3 students	Don't have to

- **The sentence number 20**: Rudy Habibie is the fantastic movie, you

  _____ (go) to see it

- **The correct sentence**: Rudy Habibie is the fantastic movie, you *must*

  go to see it

- **Their answers**:

Table 4.20. Incorrect Answers of Students (item num.20)

No	The number of the students	Answers
1	6 students	Have to
2	3 students	Has to

2. **Questionnaires about Factors of Students' Problems in Using Modal Auxiliary 'Must' and 'Have to'.**

   The writer revealed the factors causing the students' problems in understanding usage 'must' and 'have to' gained from the result of questionnaire which the data was obtained from 25 respondents and the questionnaire was 10 items and divided became two kinds. First, from the item 1-5 was the questionnaires about negative question for negative perceptions. Second, from the item 6-10 was the questionnaire about positive question for positive perceptions.

Table 4.21. Questionnaire of students

Questions	Numb.	Alternative response	F	%
1. Saya bingung dalam memahami penggunaan "must" dan "have to" (sering tertukar)	1	Very not agree	1	4
	2	Not Agree	2	8
	3	Be wary	4	16
	4	Agree	17	68
	5	Very agree	1	4
		Total	**25**	**100**
2. Saya tidak tahu kegunaan dari "must" dan "have to"	1	Very not agree	0	0
	2	Not agree	0	0
	3	Be ware	7	28
	4	Agree	16	64
	5	Very agree	2	8
		Total	**25**	**100**
3. Saya tidak tahu bentuk past tense selain dari "must" dan "have to"	1	Very not agree	0	0
	2	Not Agree	2	8
	3	Be wary	3	12
	4	Agree	18	72
	5	Very agree	1	4
		Total	**25**	**100**
4. Saya sering keliru dalam memahami tingkatan keharusan dari "must" dan "have to"	1	Very not agree	1	4
	2	Not Agree	3	12
	3	Be wary	3	12
	4	Agree	18	72
	5	Very agree	0	0
		Total	**25**	**100**
5. Saya tidak tahu kapan harus menggunakan "must" dan kapan harus menggunakan "have to"	1	Very not agree	0	0
	2	Not Agree	1	4
	3	Be wary	4	16
	4	Agree	18	72
	5	Very agree	2	8
		Total	**25**	**100**
6. Saya benar-benar paham dalam memahami penggunaan "must" dan "have to" (sering tertukar)	1	Very not agree	1	4
	2	Not Agree	8	32
	3	Be wary	11	44
	4	Agree	3	12
	5	Very agree	2	8

			Total	**25**	**100**
7. Saya tahu kegunaan dari "must" dan "have to"	1	Very not agree	1	4
	2	Not Agree	6	24
	3	Be wary	14	52
	4	Agree	3	12
	5	Very agree	1	4
		Total	**25**	**100**
8. Saya tahu bentuk past tense selain dari "must" dan "have to"	1	Very not agree	0	0
	2	Not Agree	5	20
	3	Be wary	11	44
	4	Agree	8	32
	5	Very agree	1	4
		Total	**25**	**100**
9. Saya tidak keliru dalam memahami tingkatan keharusan dari "must" dan "have to"	1	Very not agree	0	0
	2	Not Agree	8	32
	3	Be wary	11	44
	4	Agree	6	24
	5	Very agree	0	0
		Total	**25**	**100**
10. Saya tahu kapan harus menggunakan "must" dan kapan harus menggunakan "have to"	1	Very not agree	2	8
	2	Not Agree	2	8
	3	Be wary	11	44
	4	Agree	10	40
	5	Very agree	0	0
		Total	**25**	**100**

3. **Interview about problems which still encountered by the students in learning the modal 'must' and 'have to'**

The writer did the interview to the students and the English teacher for reinforcing the data. The interview consisted of 10 items for 21 students at class VIII c, and 8 items for the English teacher.

a) Students

Table 4.22. Interviewee: The students

Questions	Students' answers
1. Bagaimana pandangan anda terhadap pelajaran bahasa Inggris?	- A: suka tapi sulit. - B: kurang paham - C: suka, sulit. - D: susah-susah enak - E: Sulit - F: Suka tapi sulit sedikit - G: Susah - H: bingung - I: kurang paham - J:Kada paham - K: kurang paham - L: kurang paham - M: sulit - N: sulit - O: sulit - P: sulit - Q: suka2 saja tapi sulit - R: susah sekali - S: rumit - T: bingung dan tidak suka - U: kurang bisa - V: tergantung suasana hati - W: sulit - X: lebih susah dari matematika - Y: kurang bisa dan kurang bisa
2. Apakah anda pernah mengikuti kegiatan yang berhubungan dengan bahasa inggris	- A: tidak pernah. - B: tidak pernah - C: tidak pernah

(kursus)?	- D: tidak pernah - E: pernah waktu SD - F: enngak pernah - G: tidak - H: tidak - I: tidak pernah - J: pernah sekali - K: tidak pernah - L: tidak pernah - M: tidak pernah - N: tidak - O: tidak - P: tidak - Q: tidak - R: tidak - S: tidak - T: belum - U: tidak pernah - V: tidak pernah - W: tidak - X: engga - Y: belum pernah sama sekali
3. Bagaimana cara belajar anda dalam belajar bahasa Inggris yang anda gunakan selama ini?	- A: menghapal dan membuka kamus - B: Cuma belajar di sekolah - C: menghapal dan membuka kamus - D: sambil buka-buka kamus - E: dari penjelasan guru saja - F: mengartikan kosa kata - G: tidak ada perkembangan - H: Cuma dari penjelasan guru - I: Cuma dari penjelassn guru di sekolah - J: belajar di sekolah - K: penjelasan guru di sekolah - L: belajar di sekolah - M: belajar di sekolah ja - N: belajar: di sekolah

		- O: di sekolah dan buka kamus - P: di sekolah - Q: belajar di kelas saja - R: belajar sambil buka kamus - S: dengan penjelasan guru di kelas - T: Cuma di sekolah - U: dengan penjelasan guru - V: buka kamus - W: belajar bersama - X: kalau lagi rajin - Y: belajar dengan yang mau ngajarin
4.	Apakah dengan cara belajar tersebut anda dapat meningkatkan prestasi belajar anda?	- A: insyaallah bisa - B: insyaallah bisa - C: sedikit-sedikit bisa - D: insyaallah - E: sedikit - F: Ya, sedikit - G: tidak tahu - H: sedikit - I: kurang - J: kurang - K: bisa - L: bisa - M: mudah-mudahan bisa - N: Bisa - O: insyaalah bisa - P: bisa - Q: bisa ae sedikit - R:kurang bisa - S: iya - T: kurang - U: pengennya bisa - V: belum bisa bisa amat - W: bisa sedikit - X: sedikit - Y: bisa sedikit
5.	Apakah fasilitas penunjang kebahasaan yang tersedia di sekolah ini dapat membantu meningkatkan prestasi belajar bahasa Inggris anda?	- A: bisa - B: bisa - C: bisa - D: bisa - E: ya, bisa - F: ya

	- G: bisa sedikit - H: bisa sedikit - I: kurang - J: kurang - K: bisa - L: kada jua - M: bisa - N: bisa - O: bisa - P: bisa - Q: iya, bisa - R: kurang bisa - S: kurang - T: bisa - U: biasa saja - V: insyaalah bisa - W: tidak terlalu - X: belum terlalu bisa - Y: bisa
6. Dalam bahasa Inggris item manakah yang anda senangi (listening, speaking, reading, writing)?	A: membaca dan menulis B: menulis dan mendengarkan C: berbicara, menulis dan mendengarkan D: menulis dan mendengarkan E: menulis F: membaca dan mendengarkan G: mendengarkan H: berbicara I: mendengarkan J: mendengarkan K: mendengarkan L: membaca M: menulis N: membaca O: mendengarkan P: mendengarkan Q: menulis R: mendengarkan S:mendengarkan T: menulis U: membaca V: mendengarkan W: mendengarkan X: menulis Y: mendengarkan

7.	Bagaimana menurut anda tentang grammar?	- A: Sulit dimengerti - B: lumayan sulit - C: sulit dimengerti - D: lumayan sulit - E: menyenangkan tapi sulit - F: menyenangkan tapi sulit - G: membosankan dan susah - H: sangat susah - I: kurang paham - J: kada paham - K: sulit - L: kurang paham - M: kada paham - N: paham sedikit - O: sedikit bisa - P: sedikit paham - Q: bisa bisa sekit - R: tidak bisa - S: kurang suka - T: terlalu ribet - U: pusing - V: gampang kalau bisa - W: kurang paham - X: sulit - Y: kurang paham
8.	Dimanakah letak kesulitan anda dalam mempelajari grammar terutama modal auxiliary?	- A: Kurang mengerti kata-kata dalam bahasa Inggris - B: kurang mengerti dalam mengartikan kata - C: tidak bisa membedakan - D: tidak bisa membedakan - E: mengartikan - F: mengartikan - G: di pemahaman - H: memahami arti - I : sulit menterjemahkan - J: sulit menterjemahkan - K: tidak tau arti bahasa Inggris - L: kada tahu artinya - M: gurunya terlalu cepat menjelaskan - N: gurunya terlalu cepat menjelaskan - O: kada kawa menulisnya - P: tidak mengerti - Q: tidak fokus

	- R: arti kata kata b.inggris - S: dari penjelasan guru - T: sulit diartikan - U: no comment - V: prakteknya - W: saat membuat contoh - X: terjemahan b.inggris - Y: di artinya
9. Mengapa anda mengalami kesulitan dalam mempelajari modal auxiliary?	- A: sulit untuk konsentrasi karena pada waktu focus teman selalu rebut - B: karena konsentrasinya terganggu - C: gurunya kurang menjelaskan - D: tidak paham karena gurunya kurang menjelaskan - E: kurang konsentrasi - F: kurang focus karena diganggu teman - G: karena tidak menyukai bahasa Inggris - H: kada mengerti, kurang penjelasan guru dan kawan rebut - I: kurang focus karena gurunya terlalu cepat menjelaskan - J: kurang focus - K: kurang jelas dari penjelasanguru - L: kawanan rebut - M: terlalu rebut di kelas - N: terlalu rebut - O: terlalu rebut - P: terlalu rebut - Q: karena gak suka - R: mengantuk - S: diganggu saat memperhatikan guru - T: pelajarannya susah - U: diganggu teman - V: penjelasannya rumit - W: tidak bisa konsntrasi - X: memamg pelajarannya sulit - Y: belum terlalu paham

	dengan penjelasan guru
10. Apakah anda bisa mengikuti dan memahami penjelasan guru anda tentang modal auxiliary?	- A: insyalah bisa - B: insyaalah bisa - C: insyaallah bisa - D: paham sedikit, insyaallah bisa - E: ya, sedikit - F: ya, sedikit - G: kurang - H: tidak bisa - I: bisa - J: bisa sedikit - K: bisa - L: bisa ai sedikit - M: insyaalah bisa - N: bisa - O: bisa - P: bisa - Q: bisa sedikit - R: kurang bisa - S: bisa - T: begitu-begitu saja - U: bisa sedikit - V: insyaallah bisa kalau dijelaskan lagi - W: bisa asal tidak rebut di kelas - X: kurang bisa - Y: insyaallah bisa sedikit

b) Teacher

Table 4.23. Interviewee: The teacher

Questions	Teacher's answers
1. Sejak kapan Bapak mengajr di MTs Darul Amin palangka Raya dan pelajaran apa saja yang Bapak pegang?	Sejak tahun 2010, pada waktu itu saya memegang dua mata pelajaran, ngajar olah raga dan B. Inggris.
2. Bagaimana antusiasme siswa terhadap mata pelajaran Bahasa Inggris terutama kelas VIII?	Mereka tertarik jika ada daya tarik dan ada yang memotivasi mereka.
3. Dalam pengajaran Bahasa Inggris,	Tergantung dari apa yang dibahas,

metode pengajaran apa yang Bapak gunakan selama ini?	terkadang menggunakan media seperti gambar, ceramah, kadang-kadang diskusi.
4. Apa buku yang Bapa gunakan sebagai sumber bahan mengajar Grammar, terutama Modal Auxiliary?	Ada dari buku K 13 dan lainnya.
5. Apakah Bapak menggunakan sumber lain dalam mengajar materi tersebut?	Iya, seperti buku K 13 tadi, meskipun di sekolah ini memakai buku KTSP.
6. Bagaimana Bapak mengajarkan materi grammar khususnya modal auxiliary?	Setelah menjelaskan saya suruh mereka membuat contoh kalimat dengan kosa kata yang saya beri.
7. Kesulitan apakah yang biasa dihadapi siswa ketika bapak mengajarkan grammar terutama modal auxiliary?	Pertama-tama karena kesenangan mereka berbeda-beda dalam menyukai mata pelajaran, ada yang suka mata pelajaran qur'an hadist, aqidah, ya bidang mata pelajaran agama lebih mendominan. Dan juga mereka cepat bosan kalau terlalu lama belajar B.inggris.
8. Tindakan apakan yang Bapak lakukan sebagai pemecahan kesulitan siswa dalam memahami grammar terutama modal auxiliary?	Buat mereka mengerti kalau pelajaran B. Inggris juga penting. Dan memotivasi mereka dengan memberikan nasihat kalau pelajaran modal auxiliary itu sebenarnya menyenangkan dan sering digunakan dalam percakapan sehari-hari.

B. Research Finding

In this section will provide findings in the study, they are usage modal auxiliary 'must' and 'have to' by students, factors of students' problems in using modal auxiliary 'must' and 'have to' and the students' problems in learning modal 'must' and 'have to'.

1. Usage Modal Auxiliary 'Must' and 'have to' by Students

In this case the writer presents about students' problems' on usage modal 'must' and 'have to' in sentence. It can show based on result of the test.

a. Must and Have to as Necessity

Table 4.24. Percentage of Ability in *Necessity*

Usage of Modal	Number of Item	Frequency of Ability	Percentage of Ability %
Necessity	1	17	68%
	2	23	92%
	6	14	56%
	7	3	12%
	11	13	52%
	16	2	8%
	12	13	52%
Jumlah	7	85	100%

Based on the calculation above the highest is on number 2 with 92%, and the lowest one is on number 16 with 4%. The average of ability in this item is follow:

$$M = \frac{\Sigma fx}{Nxn}100\%$$

$$= \frac{85}{25x7}x100\%$$

$$= \frac{85}{175}x100\%$$

$$= 49\%$$

b. Must and Have to as Logical Necessity

Table 4.25. Percentage of Ability in *Logical Necessity*

Usage of Modal	Number of Item	Frequency of Ability	Percentage of Ability
Logical Necessity	9	11	44%
	10	8	32%
	14	7	28%
	19	6	24%
Jumlah	4	32	100%

Based on the calculation above the highest is on number 9 with 44%, and the lowest one is on number 19 with 24%. The average of ability in this item is follow:

$$M = \frac{\Sigma fx}{Nxn}100\%$$

$$= \frac{32}{25x4}x100\%$$

$$= \frac{32}{100}x100\%$$

$$= 32\%$$

c. Must and Have to as Obligation

Tabel 4.26. Percentage of Ability in *Obligatory*

Usage of Modal	Number of Item	Frequency of Ability	Percentage of Ability
	4	13	52%
	15	16	64%
Obligatory	5	9	36%
	8	13	52%
	13	10	40%
Jumlah	5	58	100%

Based on the calculation above the highest is on number 2 with 92%, and the lowest one is on number 16 with 4%. The average of ability in this item is follow:

$$M = \frac{\Sigma fx}{Nxn}100\%$$

$$= \frac{58}{25x5}x100\%$$

$$= \frac{58}{125}x100\%$$

$$= 46.4\%$$

d. Must and Have to as Recommendation

Table 4.27. Percentage of Ability in *Recommendation*

Usage of Modal	Number of Item	Frequency of Ability	Percentage of Ability
Recommendation	20	15	60%
Jumlah	1	15	100%

Based on the calculation above the average of ability in this item is follow:

$$M = \frac{\Sigma fx}{Nxn}100\%$$

$$= \frac{15}{25x1}x100\%$$

$$= \frac{15}{25}x100\%$$

$$= 60\%$$

e. Must and Have to as Prohibition

Table 4.28. Percentage of Ability in *Prohibition*

Usage of Modal	Number of Item	Frequency of Ability	Percentage of Ability
	3	22	88%
Prohibition	18	9	36%
	17	10	40%
Jumlah	3	41	100%

Based on the calculation above the highest is on number 3 with 88%, and the lowest one is on number 17 with 40%. The average of ability in this item is follow:

$$M = \frac{\Sigma fx}{Nxn}100\%$$

$$= \frac{41}{25x3}x100\%$$

$$= \frac{41}{75}x100\%$$

$$= 55\%$$

Based on the description above, it can be concluded that average of the students' ability in item Must and Have to' as necessity is 49%, Must and Have to as Logical Necessity is 32%, Must and Have to as Obligation is 46.4%, Must and Have to as Recommendation is 60%, Must and Have to as Prohibition is 55%. It means the students still confuse in the usage of modal 'must' and 'have to' in the sentence. There were 3 items under 50% and in a place low area, there is 1 item in poor area, and there is 1 item in fair area.

2. Factors of Students' Problems in Using Modal Auxiliary 'Must' and 'Have to'

In this case the writer discusses the findings about students' problems in using modal auxiliary 'must' and 'have to' by using questionnaire with 25 respondents (students).

There were two kinds of questionnaire, they were negative perception form and positive perception form.

Based on Sugiono (2006:134) "the score ideal is all respondents choose the statements that have 5 points". It based on the calculated: '(high score) x (total item) x (total respondent)'.

a. Negative perception

For negative perception, '(high score) x (total item) x (total respondent) is 5 x 5 x 25 = 625, the total of collected data was 447. So, the result of total score in factor of students' problem in using modal auxiliary 'must' and 'have to' was '

$$S = \frac{ts}{is} x 100\%$$

S= score category

ts= 461

is= 625

(total result of collecting data): (score criterion all of respondent) x 100%'= 461 : 625 x 100% = 73.8 %.

Based on the figure above the total score of questionnaire in the students' problems in using modal auxiliary 'must' and 'have to' by the eighth grade students of MTs Darul Amin Palangka Raya second semester in academic year 2016/2017 was in strong area. The total score was 73.8 %. It was *strong* area because between 61%-80%.

b. Positive perception

For positive perception the total of collected data was 379, the result of total score in students' problem in using modal 'must' and 'have to' was

$$S = \frac{ts}{is} x 100\%$$

S= score category

ts= 376

is= 625

376 : 625 x 100% = 60,2%. The score was include in *fair* area because between 41%-60%.

Interpretation score could be seen in table as below

Criteria of interpretation according to Ridwan (2010:88):

Table 4.29. Distribution of Criteria Interpretation Score

Criteria Interpretation Score	Note
0%-20%	Very Weak
21%-40%	Weak
41%-60%	Fair
61%-80%	Strong
81%-100%	Very Strong

3. **The Students' Problems in Learning Modal Auxiliary 'must' and 'have to'**

From the result of interview, here the students' opinions why they got problems in learning modal auxiliary 'must' and 'have to'.

Table 4.30. Students' problems

Item num.	Cause of problems	F	N	Percentage
1. Bagaimana pandangan anda terhadap pelajaran B. Inggris?	- English is difficult	25	25	100%
	- They like English subject	5	25	20%
	- Dislike English subject	6	25	24%
2. Apakah anda pernah mengikiti kegiatan yang	- Follow the English course	2	25	8%

berhubungan dengan B. Inggris (kursus)?				
3. Bagaimana cara belajar anda dalam belajar bahasa inggris yang digunakan selama ini?	- Memorize the lesson	2	25	8%
	- Open the dictionary and Translating vocabulary	7	25	28%
	- Just from the teacher's explanation at school	16	25	64%
	- Learning with people who want to teach them	1	25	4%
	- No action	2	25	8%
4. Apakah dengan cara belajar tersebut dapat meningkatkan prestasi belajar anda?	- Less helpful	20	25	80%
	- Can help them	5	25	20%
5. Apakah fasilitas penunjang kebahasaan di sekolah ini dapat membantu meningkatkan prestasi belajar bahasa Inggris anda?	- The facilities is less support	9	25	36%
6. Dalam bahasa Inggris item manakah yang anda senangi?	- Reading	5	25	20%
	- Writing	8	25	32%
	- Listening	15	25	60%
	- Speaking	2	25	8%
7. Bagaimana menurut anda tentang grammar?	- Grammar is bored	4	25	16%
	- Grammar is difficult to understand	17	25	68%
	- Grammar is fun	2	25	8%
8. Dimanakah letak kesulitan	- Unclear explanation from teacher	3	25	12%

anda dalam mempelajari grammar terutama modal auxiliary?	- English translation	15	25	56%
9. Mengapa anda mengalami kesulitan dalam mempelajari modal auxiliary?	- Noisy in class	12	25	48%
	- Do not concentration	9	25	36%
	- Unclear explanation from teacher	12	25	48%
	- Lack vocabulary	11	25	44%
10. Apakah anda bisa mengikuti dan memahami penjelasan guru tentang modal auxiliary?	- Less understanding of the teacher's explanation	14	25	56%

According to the students, learning English was difficult (100%) because when they learning modal auxiliary they did not understand about the meaning English translation (40%), lack vocabulary (44%), less explanation from teacher about lesson (48%), and also there was no learning-extra besides learning at school such as English course, just 8% did the English course outside school. Moreover learning English was boring for them, some of them dislike English subject (24%) because there was not something to interesting them in learning grammar, grammar was bored (16%) and grammar was difficult to understand (68%). Therefore, they were not interested and motivated in learning.

They had problems from the External factor, they were the students too noisy in the class (48%), they did not concentrate in learning (36%)

because their friends disturb them and the support facilities at school were less support (36%).

According to the teacher, the students would interest in English if there was motivation for them. The teacher used some techniques to teaching depend from what the lesson talking about. Sometime he used media like as picture, explanations, and sometime discussion.

"I used some references book in teaching grammar, such as K 13 book and others, although this school still using KTSP books. For the teaching technique in grammar part, after I explained the lesson I asked them to make sentence example with the vocabulary that I gave".

The difficulties faced by the students when the teacher teaching grammar parts are the students' favorites are different in lesson subject, the religion subject is dominant. And also they feel bored in learning English quickly. So the teacher solution is:"making them understanding about the important in learning English, motivation them by giving suggestion if the lesson about modal auxiliary was so fun because it often used in daily conversations".

C. Discussion

In this part writer explains the result of data finding.

1. The Students' Score in Using Modal 'Must' and 'Have to'

Based on the result of this study, that no-one of the students got the excellent score and the highest level of score, 4 students in fair score, 10

students in poor score, and 11 students in fail score. Mean that they had many difficulties in learning.

Table 4.31. Students' Scores in Using Modal Auxiliary 'Must' and 'Have to'

No	Code/Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	FDL	√	√	√	√	x	√	x	√	X	√	√	√	x	√	x	√	√	x	x	x	**60**
2	SPTR	√	√	√	x	√	x	x	√	√	x	x	√	√	x	√	x	√	x	x	√	55
3	STSDH	√	√	√	√	x	√	x	√	X	x	x	√	√	x	√	x	X	√	x	√	55
4	MHLM	x	√	√	√	x	√	x	x	√	√	√	x	x	x	√	x	√	x	x	√	50
5	AMN	x	√	√	√	x	√	x	x	X	√	√	x	x	x	√	x	√	x	x	√	45
6	PTR	√	√	√	x	√	x	x	x	√	x	x	x	x	x	√	x	X	x	x	x	30
7	SCH	√	√	√	√	x	√	x	√	X	x	x	x	√	x	√	x	X	x	√	x	45
8	BLL	√	√	√	x	√	x	x	x	√	x	x	x	x	x	√	x	X	x	x	x	30
9	ANNS	√	√	√	x	x	√	√	x	X	x	√	x	√	x	√	x	X	x	x	√	45
10	JNI	x	√	√	x	x	√	x	x	√	√	√	x	x	x	√	√	X	x	x	√	45
11	NRN	x	√	√	√	x	√	x	√	X	x	√	x	x	x	x	x	X	x	x	x	30
12	RTL	√	X	√	x	x	√	x	√	√	x	x	√	x	x	x	x	X	x	x	√	35
13	ILHM	x	√	√	√	x	x	x	x	X	x	√	x	x	x	x	x	X	x	x	x	25
14	IWNS	√	√	√	x	x	x	√	√	X	x	x	√	x	√	x	x	√	x	x	√	55
15	KZZ	√	√	x	√	x	√	x	x	X	x	x	√	x	√	√	x	√	√	√	√	55
16	CC	x	√	√	√	x	x	x	x	X	x	√	x	x	x	x	x	X	x	√	√	40
17	ALSDK	√	X	x	x	x	x	x	x	√	√	x	√	√	x	x	x	X	√	√	x	40
18	ALD	x	√	√	√	√	x	x	x	√	x	√	x	√	x	√	x	X	√	x	√	55
19	VD	√	√	√	√	x	x	x	√	√	x	√	√	x	x	√	x	X	X	x	√	50
20	LSA	√	√	√	x	√	x	√	√	√	√	√	x	x	√	x	x	X	√	x	√	**60**
21	MALA	√	√	x	√	√	x	x	√	√	√	x	√	x	x	√	x	√	X	x	x	50
22	ZKML	x	√	√	x	√	√	x	√	X	x	√	√	√	x	√	x	√	√	x	x	55
23	MDFII	√	√	√	√	√	x	x	√	√	x	√	x	√	x	√	x	X	√	√	√	**65**
24	MRSD	√	√	√	x	√	√	x	√	X	x	x	√	x	√	x	√	√	√	x	x	55
25	TFKH	√	√	√	x	x	x	x	x	√	√	x	√	√	√	x	x	√	√	√	√	**60**

The frequency and the percentage of the students' scores of modal auxiliary 'must' and 'have to'. Data obtained interpreted on a scale of 0 - 100 According to Muhibbin's interpretation (2005: 153) as follows:

Table 4.32. Interpretation of Students' scores

Score		Frequency	Percentage
80 – 100	Excellent		
70 – 79	Good		
60 – 69	Fair	4	16%
50 – 59	Poor	10	40%
0 – 49	Fail	11	44%
		25	100%

Based on the description above, it can be concluded that the eighth grade students of Mts Darul Amin Palangka Raya academic 2016-1017 still face some problems, they had many problems in using modal 'Must' and 'have to' in sentences. The fact 44% students got fail score, 40% students got the poor score, and 16% students got fair score. It indicated, their abilities in learning English, especially in study modal auxiliary was low.

2. **Percentage about Factor of Students' Problems in Using Modal "Must' and 'Have to'**

Below is the detail explanation about factors of students' problems.

Table 4.33. Factor of Students' Problems in Using 'Must' and 'Have to'

No	Cause of problems	F	N	Percentage
1	Students were confused in understanding 'must' and 'have to'	18	25	**72%**
2	Students did not know in using 'must' and 'have to' in sentence	18	25	**72%**
3	Students did not know past tense form beside original form of 'must' and 'have to'	18	25	**72%**
4	They often did mistake in understanding level requirement of 'must' and 'have to'	17	25	**68%**

5	Students did not know when must use 'must' and 'have to'	20	25	**80%**
6	Students understood in using 'must' and 'have to'	4	25	**16%**
7	Students knew in using 'must' and 'have to' in sentence	4	25	**16%**
8	Students knew past tense form of 'must' and 'have to'	9	25	**36%**
9	Students never did mistake in understanding level requirement of 'must' and 'have to	6	25	**24%**
10	Students knew when must use 'must' and 'have to'	10	25	**40%**

Most of the student was confused in using 'must' and 'have to with frequency of problems 72%, they did not know using 'must' and 'have to' in the sentence with frequency of problems 72%, they did not know past tense form 'must' and 'have to' with frequency of problems 72%, they often did mistake in understanding level requirement of 'must' and 'have to' with frequency of problems 68%, they did not know when must use 'must' and 'have to' with frequency of problems 80%. It was very high frequency because almost all students had problems in these types.

According to the students' statements above, learning English grammar especially about modal auxiliary 'must' and 'have to' were difficult. Based on the result the data analysis, writer found the students had difficulties, they were the students did not know using of 'must' and 'have to', the students did not know past tense form beside original form of 'must' and 'have to', the students often did mistake in understanding level requirement of 'must' and 'have to' and the students did not know when must use 'must' and 'have to'.

3. **The Students' Problems in Learning Modal Auxiliary 'Must' and 'Have to'**

Table 4.34. The Internal and the External factors which caused the students' problems in Learning Modal Auxiliary

No	Students name	Internal factor								External factor	
		Ia	T	Ib	MT	MH	STL			Social Environment	Non Social Environment
							A	V	M		
1	FDL			-	-					-	
2	SPTR			√	√					-	
3	STSDH			√	-					√	
4	MHLM			√	√					√	
5	AMN			√	√					√	
6	PTR			√	-					√	
7	SCH			-	-					√	√
8	BLL			√	√					√	√
9	ANNS			-	-					√	√
10	JNI			√	√					√	√
11	NRN			√	-					√	
12	RTL			√	-					-	√
13	ILHM			√	-					√	
14	IWNS			-	√					√	
15	KZZ			√	√					-	
16	CC			-	√					√	
17	ALSDKN			√	-					-	
18	ALD			√	√					√	
19	VD			-	√					√	√
20	LSA			√	√					√	√
21	MALA			√	-					-	
22	ZKI			√	√					√	
23	MDFII			√	-					√	√
24	MRSD			√	√					√	√
25	TFKH			-	-					√	
	Total			18	13					19	

Notes:

Ia   : Intelligence

T   : Talent

Ib   : Interest

MT   : Motivation

MH   : Mental Health

STL   : Special Type of Learner

A   : Audio

V   : Visual

M   : Motorist

From the result of observation above, that the causes of the problems which still encountered by the students in learning modal auxiliary were came from the internal factors, it was include interest (18 students) and motivation (13 students). Some students were bored in learning English because they did not find something interesting in English and also they were faced problems in teacher's explanation that made them less in understanding the lesson about modal auxiliary 'must' and 'have to'. They were not interesting with the lesson because the lesson was difficult. Moreover, some students did not have motivation to make their English be better, there was not initiative to learn be sides learning in the school.

The external factors, it was included social environment (19 students) and non social environment (9 students). They could not concentration in learning process because their friends disturb them too noisy in the class and the supporting falsities were less support.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion on the basic of the research finding and discussion. The conclusion deals with the result of the research finding. Meanwhile the suggestions are addressed to other researcher and those who are interested in researching an analysis of modal auxiliary 'must' and 'have to' to follow up the research of the study.

A. Conclusion

The study was aimed an analysis the usage of Modal Auxiliary 'Must' and 'Have to' by the Eighth Grade Students of Mts Darul Amin Palangka Raya. Here the study attempted to answer there were the problems on the usage of modal 'must' and 'have to'

1. The students of Mts Darul Amin Palngka Raya had the problem on the usage modal 'must' and 'have to'. It can be showed the percentage of frequency and the percentage of the students score.

   The students' abilities in item Must and Have to' as necessity was 48%, Must and Have to as Logical Necessity was 32%, Must and Have to as Obligation was 45%, Must and Have to as Recommendation was 60%, Must and Have to as Prohibition was 55%.

   For the students score: 44% got fail score, 40% got the poor score, and 16% got fair score. It indicated, their abilities in learning English, especially in study modal auxiliary was low.

2. Their problems were most of the student was confused in usage 'must' and 'have to with frequency of problems 72%, they did not know usage 'must' and 'have to' in the sentence with frequency of problems 72%, they did not past tense form 'must' and 'have to' with frequency of problems 72%, they often did mistake in understanding level requirement of 'must' and 'have to' with frequency of problems 68%, they did not know when must use 'must' and 'have to' with frequency of problems 80%. It was very high frequency because almost all students had problems in these types.

3. The Students Factors Got Problems in Learning Modal Auxiliary 'Must' and 'Have to' were from the Internal Factor, it was included Interest (18 students) and Motivation (13 students). Some students were bored in learning English because they did not find something interesting in English and also they were faced problems in understanding about the meaning English translation, lack vocabulary, and teacher's explanation is unclear that made them less in understanding the lesson about modal auxiliary 'must' and 'have to'. They were not interesting with the lesson because the lesson was difficult. Moreover, some students did not have motivation to make their English be better, there was not initiative to learn be sides learning in the school.

The External Factors, it was included Social Environment (19 students) and Non Social Environment (9 students). They could not concentration

in learning process because their friends disturb them, too noisy in the class and the supporting facilities were less support.

B. Suggestion

There are some suggestion from the writer to the students, The English teacher, and the next writer.

1. For the students

   a) The students have to pay attention to the lesson given by the teacher.

   b) The students have to do assignment carefully and seriously.

   c) The students have to study more about auxiliary and try to make sentences.

   d) Do not be shy to ask the teacher if there is something do not understands.

2. For the English teacher

   The English teacher is suggested to know the problems faced by the students at the eight grade students on English subject. The teacher should know the cause of the students got the problems. The school is suggested to provide the media to support the teacher teaching English well in any skill of the English subject.

3. For the next writer

   a. The writer tries to give better contribution from the research.

   b. The writer has to focus on the field that wants to research.

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