

CHAPTER 1

INTRODUCTION

This chapter introduces this study which discuss about errors on the use of modal auxiliary made by English Education Students of Muhammadiyah University of Surakarta. It is divided into six parts as follow background of the study, research questions, objective of the study, significance of the study, limitation of the study, and research paper organization.

1.1 Background of the Study

Currently, English is a language that must be mastered by the whole world community. The establishment of time pushed the world especially non-English country, to be more active in learning English including Indonesia. Sapir (1939) considers language as a purely human and non-instinctive method of communicating emotions and desires by means of a system of voluntarily produce symbols. As we know, that English is international language, moreover English has an important role in many fields. Indonesia strongly supports the establishment of English as international language for younger generation, evaluated in the presence of compulsory subjects since elementary school, advanced in junior high school, and last in high school and or university. In the implementation, learners in Indonesia are not possible immediately and smoothly in mastering English. Sometimes mistakes occur when executing one of the four English skills, that are listening, reading, speaking and writing. So, learn harder is required for Indonesian learners in the effort from mastering English language.

Grammar has many important materials which must be studied by learners. The materials became very important in English, because the learners need to be exercised and trained in order to have a good skills and competences in studying English. If their grammar is poor they are very likely to fail in their study or at least they will have difficulty in making progress. Because of its complexity, most learners have difficulties and errors. There are many aspects discussed in English grammar one of them is ‘modal auxiliary’ or ‘modal verb’ namely: can, will,

should, may, must. As mentioned in Biber et al (2000) there are nine central modal verbs in English: can, could, may, might, must, should, will, would, and shall. This study focuses on error analysis on the use of grammatical features modal auxiliary only.

Modal auxiliary itself is very important to be mastered because this is one of verb bases. Oftentimes, learners overlook some little things, including modal auxiliary features. On studying English, learners have to master those modal auxiliaries. These auxiliaries add to a special semantic meaning such as permission, ability, prediction, etc. They have special grammatical features, it has more than one meaning, and also complex. Some Grammatical modals change meaning in the negative must be expressed with other auxiliary. Even though the modals are used only with the simple form of the verb. Here the students still have difficulties to make the sentences using auxiliary and to decide the meaning of modal.

Based on the explanation above, this study is interested to find out the error analysis of the students' mastery on the use of modal auxiliary and concludes that they consist of many words should be mastered before the learners making a sentence. It tends to build the learners' interest and motivation in making an English sentence well. Those topics are very interesting for the readers. Therefore, this study is conducted entitled **“AN ERROR ANALYSIS ON THE USE OF MODAL AUXILIARY MADE BY ENGLISH EDUCATION STUDENTS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA”**.

1.2 Research Question

Based on the background of the study above, this study focuses on three research questions, such as:

1. Which type of semantic meaning of modal auxiliary that is commonly used incorrectly by the English Education students at Muhammadiyah University of Surakarta?
2. Which type of modal auxiliary that is commonly used incorrectly by the English Education students at Muhammadiyah University of Surakarta?

3. What are the type of errors made by the students of English Education at Muhammadiyah University of Surakarta in using modal auxiliary?

1.3 Objective of the Study

The object of this study is answering the previous question, namely:

1. To identify the types of semantic meanings of modal auxiliary which are commonly used incorrectly by English Education students at Muhammadiyah University of Surakarta.
2. To identify the types of modal auxiliary which are commonly used incorrectly by English Education students at Muhammadiyah University of Surakarta.
3. To analyze the types of errors on the use of modal auxiliary made by English Education students at Muhammadiyah University of Surakarta.

1.4 Significance of the Study

The expected significance of this study there is three types:

1. Theoretical Significance
 - a. To suppress the error that occurs in the case of writing process.
 - b. To improve teaching methods by lecturer in modal auxiliary.
 - c. To be reference for other study
2. Practical Significance
 - a. For students
The author hopes that it can increase the student's grammar knowledge especially in modal auxiliary.
 - b. For teacher
The author can improve the teacher methods in teaching.
 - c. For reader/other researcher
The author hopes that it can be used as benchmarks for further subsequent.

In addition, the results of this study can later be problem solvers in errors on the use of modal auxiliary in writing, and also can be used as a benchmark in subsequent research, and complement existing research.

1.5 Limitation of the Study

As already noted in the background study above, limitation of this study is focuses on the kind of errors on the use of modal auxiliary made by the students of English Education at Muhammadiyah University of Surakarta. This study analyzes incorrect modal auxiliary and its semantic meaning according to Biber et al (2002). The instruments of this study use written test to find out the error on the use of modal auxiliary, and its' semantic meaning. In analysing the types of error this study use theory by James (1998)

1.6 Research Paper Organization

Chapter 1 is Introduction. Starting from the background of the study, it then followed by the objective of the study, significance of the study, as well as limitation of the study and also research paper organization.

Chapter 2 provides literature review and previous study. It contains of the notion of error analysis, the differences of mistakes and errors, classifying errors, sources of errors, steps in analyzing of errors, the notion of modal auxiliary, types of modal auxiliary, sentence formula of modal auxiliary, and also the theory that used in this study.

Chapter 3 outlines the method of this study. It presents the type of this study, setting of this study, object of this study, data and data sources, method of collecting data, analyzing data, validity and trustworthiness of this study.

Chapter 4 provides a discussion about student error analysis on the use of modal auxiliaries.

Chapter 5 presents the conclusion to be drawn from the study in relation to the research questions.