

# **CHAPTER I**

## **INTRODUCTION**

The chapter, Introduction, contains six subchapter of the study. They are background, problem statement, objective of the study, significance, scope and limitation, and definition of terms.

### **1.1 Background of the Study**

Languages play role in human life. Through language as a means of communication we are able to keep in touch with each other as well as to communicate our feeling, needs, ideas, etc. People in the world need language, because language functions as instrument of communication among them.

We know that English is one of the languages which is broadly used by the people nearly all over the world. The Indonesian students are expected to be able to use English well. In Indonesian education system, English is taught as a compulsory subject at all schools from the primary level up to the university. The main goal of teaching English in Indonesia is to help the students obtain science and technology as much as possible through sources written in English.

The fact shows that English is viewed as one of the difficult language for Indonesian students. The students, in general, still face difficulties in learning English. This condition might be caused by the difference in language system (Lado, 1957). Facing this condition the students are expected to master the whole system of English language including phonological system, grammatical system, and lexical item.

Grammar as a part of language system plays a very important role in language. The ability of using grammar is very helpful for the students. One of the grammatical units that should be mastered by students is the modal.

In the 2013 curriculum, it is stipulated that the modals are taught to the eighth grade students of junior high school at the first semester. So it is expected that the eighth grade students should have been able to use the modals.

Based on the writer's informal observation on the students of SMP Negeri 16 Kupang it was found that some of the students were not able to use the modals correctly, for examples:

- a. When I was young I can play volleyball.
- b. I must go the bank yesterday to get some money.

The use of modals as shown in the two sentences above are incorrect. The two modals should be replaced by modals could and had to. So the two sentences will be :

- a. When I was young I could play volleyball.
- b. I had to go to the bank yesterday to get some money.

Based on the problems discussed above, the writer is interested to conduct a study under the title: "A Study on the Ability in Using Modal Auxiliaries in Sentences of the Eighth Grade Students of SMP Negeri 16 Kupang in the Academic Year 2018/2019".

## **1.2 Problem Statement**

Through this study, the writer would like to find out the answers for the following questions:

1. Are the eighth grade students of SMP Negeri 16 Kupang in the Academic year 2018/2019 able to use modal auxiliaries ?
2. What is the ability level of the eighth grade students of SMP Negeri 16 Kupang in the academic year 2018/2019 in using Modal Auxiliaries in sentences ?

### **1.3 Objectives of the Study**

Going in line with the problem statements this study has some objectives of the study :

1. To find out and to know whether the students of SMP Negeri 16 Kupang in the academic year 2018/2019 are able to use modal auxiliaries in sentences or not.
2. To find out and to know students levels of ability in using Modal Auxiliaries in sentences.

### **1.4 Significance of the Study**

This study is expected to be beneficial for the teache, for the students and for the writer :

1. For the English Teacher.

The result of this study can inform the English teacher of SMP Negeri 16 Kupang regarding English teaching especially the use of modal auxiliaries in sentences of students.

## 2. For the Students.

The results of this study will be used as information for the students about how far they have been able to use the modal auxiliaries both in written and in spoken as well as to motivate them to study Modal Auxiliaries.

## 3. For the Writer.

Through this study, the writer could know more how to use modal auxiliary and find out the areas of difficulties faced by students in using modal auxiliary which can give general picture, to the writer as a prospective teacher regarding the ability of the students to use modal auxiliary so that she might provide a good way/method of teaching grammar especially modal auxiliary.

## 4. For the English Study Program

The results of this study will be used as information for the english study program to know the ability of students in using modal auxiliaries.

### **1.5 Scope and Limitation**

There are many elements, which are related to grammar. Since grammar is broad study, the writer only chose the modal auxiliaries as the subject of the study. The modal auxiliaries cover two types namely the present form and past one. Modal auxiliaries are as follows : can, could, may, might, should, had better, ought to, shall, will, would, must, have to, have got to. For this study the writer limited it only on the modals: can, could, may, might, should, will, would, must, ought to, shall that are used in affirmative, negative and interrogative sentences.

## 1.6 Definition of Terms

In order to avoid misunderstanding among the readers, the writer would like to clarify the following terms :

### 1. Ability

Ability is a potential capacity or power to do something physically or mentally (Hornby 1987 : 2). In this study, ability means the power and the skill of the Eighth grade students of SMP Negeri 16 Kupang in using the English modals in sentences correctly.

### 2. Modal Auxiliary

It is one of the sets of English verb including can, could, may, might, should, had better, must, ought to, shall, will. In general they express a speaker attitude or moods (Azar, 1986;68).

### 3. SMP Negeri 16 Kupang

SMP Negeri 16 Kupang is one of the junior high schools in the city of Kupang. Located on JL. Supul Raya Kupang, East Nusa Tenggara provinc

