

## Error Analysis On Using Modal Auxiliaries “Must” And “Have To” Of The First Semester Students At Politeknik Unggul LP3M Medan

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### Abstract

*This research aimed to find out the errors that the students made in using the modal auxiliary “must” and “have to”. The error analysis was used to analyze the data in this research. There were four categories of errors used in this research; mis-formation, omission, addition and mis-order. Based on the data analysis, it was found that mis-formation errors occurred more which has percentage around 74,39%. There were 21 students who had mis-formation errors in the test given. Then, there was 20,73% of omission errors occurred. There were 18 students who had omission errors. Next, it was 4,87% of addition errors which occurred in this research. There were 5 students who had omission errors. And the last, 0% of mis-order error occurred which meant that there was no student who had mis-order error. The object of this study was the students of AK 1 D class of Politeknik Unggul LP3M Medan who has learnt about the modal auxiliary “must” and “have to”. There were 30 questions given to find out how many errors that the students did. The output of this research is a journal which will be published.*

*Keywords : : Error Analysis, Modal Auxiliary, Must, Have to*

### 1. Background of the Research

As an international language, English is used by most of the people in the world. So, it is getting more important to master English nowadays. Many countries use English to communicate and convey their messages or ideas to others. Therefore, the Indonesian government has decided that English must be taught officially at school.

English is the first foreign language in Indonesian schools. Having studied English, the students are expected to acquire some abilities, and those are: the ability to listen to English sound, the ability to read and understand English books, the ability to speak English, and the ability to write in English. We can call those abilities as “Language Skills.” Besides the four language skills, they should have capability in language components. One of the language components is grammar. The grammar components such as syntax, morphology, and so on should be acquired by anyone who learns language, so they can use the language clearly, accurately, and effectively. From the four language skills above, the students may still have some difficulties in writing a set of sentences in English.

However, Indonesian learners seem to have problem in mastering English grammar because English and Indonesian language are quite different. This phenomenon is one of the factors that can trigger students to make errors. Errors are not always harmful. Sometimes error is needed for some purposes. Error can be used as a tool of evaluation for measuring, the mastery of language being learnt. In addition, errors can also help the teacher even the curriculum designer to improve the material given or designed.

In making a good writing in English, students have to know all rules in writing, not only in general rule but also in a specific rule. The specific rule here is about sentence. To make a good sentence, students have to pay attention that a sentence they make is constructed by a complete aspect like subject, verb, and complement. A construction is not named as a sentence if it has no verb or to be.

When students learn verbs, one of the categories of verb that they will learn is modal auxiliaries those are: can, could, will, would, shall, should, must, have to, may, might, had better, and ought to. These auxiliaries are added to the verb a special semantic component such as expressing ability, possibility, permission, advice, necessity, lack of necessity, prohibition, asking for assistance, making logical conclusions, giving instructions, making suggestion, and stating preferences.

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 a grammatical function, but also a dictionary meaning.

The rule is simple enough in theory, but in practice, there might not be as expected for a number of reasons. One of the reasons of modal auxiliaries errors is the difficulty to understand the forms of the modal auxiliaries for Indonesian learners, because Indonesian language does not have modality to express ability, possibility, probability, etc as English has. The students often go wrong when they use modal auxiliaries in their writing. Although they have learnt the function of each modal, they still get difficulties in making sentences with modal.

This research is intended to know the errors made by the third semester students of Polytechnic Unggul LP3M Medan and also to analyze the reasons why the students made errors in using modal auxiliaries *Must* and *Have to*.

### Error Analysis

In the process of learning a foreign language, students may find many new language characteristics that are different from their mother tongue, in which there is no denial leading students to make errors. Moreover, it is very important for the

Teachers to be able to know and analyze the errors and it will help the students to reduce the same errors.

The study of learners' error is called by the linguist as Error Analysis. It is a way of looking at errors made by the learners of the target language. Error analysis is an independent source of valid data. It provides information on students' errors, which in turn helps teachers to correct students' errors, and also improves the effectiveness of their teaching. Apparently errors give the sign to teacher and researchers how target learning is successfully achieved. According Brown (2000: 217): A learner's errors are significant in [that] they provide to the researcher the learner is employing in the discovery of the language". In addition, Brown (2000: 215) suggests two major purposes in analyzing students' errors:

*"Firstly, the analysis will provide data from which interference about the nature of language learning process can be made. Secondly, the analysis provides the teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which error types detract most from learners' ability to communicate effectively"*.

Likewise, Corder (2004: 82) suggests the same idea of investigating the errors to either diagnostic or prognostic purposes. It is diagnostic because it can tell us the learners' state of the language at a given point during the learning process and prognostic because it can tell course organizer to reorient language learning material on the basis of the learners' current problem.

### Definition of Error Analysis

According to Crystal (2002: 125), Error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language". Huda (2009: 5) makes the same point that error analysis is meant to determine errors which are made by learners which are considered as indicator of the learners' problems in learning a second language.

Tarigan (2008: 68) said that Errors Analysis is a procedure which is usually used by the language researchers and teachers, consisting of the identification sample collection, the explanation of the errors, the classification of the errors based on its cause, and the evaluation of seriousness phase of the errors.

To be more detail, Sharma (2002: 21) explained that Error Analysis is defined as a process based on analysis of learners' error with one clear objective; evolving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language.

### Distinction between Error and Mistake

Error and Mistake are not the same. But most the people still misunderstand about the definition of both. To be more clarified between error and mistake, Klassen (2001: 10) said that error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips, of the tongue and so on.

### Causes of Errors

According to Corder (2004: 145), there are three major causes of error, which are called:

- 1) Mother tongue interference. The beginning stage of learning a second language is characterized by good deal of mother tongue interference (from the nature language), in this early stage, before the system of the second language is familiar, the native language is the only familiar language system. The sound system (phonology) and grammar of native language sometimes impose themselves on the new language and this leads to "a faulty foreign pronunciation", faulty grammatical pattern and wrong choice of vocabulary. For example: She in my chair sitting is "- instead of - She is sitting in my chair.
- 2) Over Generalization  
Over Generalization covers instance where the learner creates a deviant structure on the basis of her/his experience of other structures in the target language.
  - Basis sentence I studied in my room last night
  - Students' sentence At eight clocks last night I studied in my room
  - The correct sentence At eight clocks last night I was studying in my room
- 3) Error encouraged by teaching material or method

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded and presented with meticulous care, there should never be any error, the students will be easy to accept.

Example error encouraged by teaching material in regular and irregular verb:

- I'm go to school every day *Instead of* – I go to school every day.

### Types of Errors

Krashen et al (2002:146) classified errors into four types, they are:

1. Error based on linguistic category taxonomy. This category of errors includes the language component inducing students to make errors frequently. The components include phonology (pronunciation), syntax, and morphology (grammar), semantics, lexicon (meaning and vocabulary), and discourse (style). For example, in syntax, the errors may cover the main or subordinate clauses or within a clause in which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, and the adjectives.
2. Errors based on surface strategy taxonomy. A surface of strategy taxonomy highlights the ways of surface structures are altered: Learners may omit necessary items (omission) or add unnecessary ones (addition); learners may 'misform' items (selection) or 'misorder' them (misordering).
3. Comparative Taxonomy. The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain other types of constructions.
4. Communicative Effect Taxonomy. Communicative effect focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication (global error), while errors that affect a single element of the sentence usually do not hinder communication (local error).

### Definition of Auxiliary

Devitiis (2004 : 84) stated that a verb 'Can' sometimes be used-on its own, in its basic form. For example the verb "study" in "They study history" conveys the lexical meaning of study and the reference to habitual action in the present signaled by the simple present tense form.

### Kinds of Auxiliary

There are three kinds of auxiliary verbs: **primary auxiliaries**, **modal auxiliaries**, and **other verbs**. Primary auxiliaries are **Do**, **Be**, and **Have**. "**Do** is used to make question and negative forms of simple tenses, and for some other purposes. **Be** is used with participles (-ing and -ed forms) to make progressive and passive verb-forms. **Have** is used to make perfect verb-forms. *Do*, *be*, and *have* also have other "non-auxiliary" uses.

Besides this kind of auxiliary, there are modal auxiliary verbs and other verbs. Modal auxiliary verbs are defined as the verbs are used with other verbs to express various ideas, mostly to do with degrees of certainty or obligation, they are: **will**, **would**, **shall**, **should**, **can**, **could**, **may**, **might**, **must**, **ought to**, **have to**, etc.

### Definition of Modal Auxiliary

Cullen (2007: 108) defines modal auxiliaries as auxiliary verbs that give information about ability, possibility, or necessity. The modals such as can, could, may, might, will, would, shall, should, ought to, and need are followed by the infinitive without to and their form does not change. For example, He could speak French and Italian (not He could speaks)."In addition, Schramper (1999: 98) suggest that modal Auxiliaries generally express a speaker's attitudes, or "moods". For example, modal can express that a speaker feels something necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes". Swan (2000: 91) mentioned that these are the verbs can, could, may, might, must, will, would, shall, should, ought to, and need. These modal are different from the other three auxiliary verbs in two ways. Firstly, the modals have special grammatical features (for instance, they have no infinitive, and the third person singular has no-s). Second, most modal verbs have not only a grammatical function, but also a dictionary meaning, for instance, "must" can mean "be obliged to". (do, be, and have do not really have "meanings" of this kind when they are used as auxiliary verbs.

### Kinds of Modal Auxiliary

According to Schramper (1999: 68), Modal Auxiliaries can be divided into two types. First, modal auxiliaries can, could, had better, may, might, must, ought to, shall, should, will, and would. Second, similar expressions: be able to, be going to, be supposed to, be to, have to, have got to, used to. Next, Johanson (2000: 485) stated that, Modals and semi modals can be grouped into three major categories according to their main meanings (excluding used to, which relates to past time) as the following:

- a) Permission/possibility/ability: can, could, may, might
- b) Obligation/necessity: must, should, had better, have to, need, ought to, be to, be supposed to
- c) Volition/prediction: will, would, shall, be going to

In addition, Swan (2000: 98) mentioned that each modal auxiliary verbs has at least two meanings. One use of all modal verbs is to talk about the possibility or probability of a situation or event. Some of these verbs are used to say:

- a) Certainty: shall, shan't, will, won't, must, can't, couldn't, would, wouldn't.
- b) Probability: should, shouldn't, ought to, oughtn't to, may (not)
- c) Weak probability: might, might not, could.
- d) Theoretical Habitual possibility: can
- e) Conditional certainty or possibility: would, wouldn't, could, couldn't, might, mightn't

## 2. Research Method

The researcher used the descriptive analysis method and used the procedures of error analysis itself. The research was done at Politeknik Unggul LP3M Medan from September to November 2018. The researcher gave the explanation about modal auxiliaries and then gave a test about it to the first semester students of Politeknik Unggul LP3M Medan. The students of AK1A became the sample of the research which consists of 21 students.

In collecting the data, the researcher used some techniques such as book literature and test instrument. Before conducting the research, the researcher searched some books and other references which are related to this research. Then, researcher conducted a test to investigate students' errors in using modal auxiliaries "must" and "have to". The material of the test was about "must" and "have to". The researcher enclosed the test in the appendix section.

After collecting data from the test, the researcher analyzed the students' errors by focusing on their grammatical errors in using modal auxiliaries "must" and "have to" from the students' answer sheet.

To get the data, the researcher collected the errors items from each students answers and grouping them into several terms, such as expressing degree of necessity of "must" and "have to" and possibility. By using these terms, the writer classified the errors items. From the data, the writer tried to verify the frequency the errors that students made in their answer.

The percentage of the errors will be presented based on the terms of descriptive analysis technique. The researcher applied the following formula to calculate the percentage of students' grammatical errors of "must and have to." The formula is:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of error made

N = Number of sample which is observed

## 3. Result and Discussion

There were 21 students and 122 errors committed in Mis-formation area with 74,39%. Most of them have made errors on the test regarding the mis-formation of a word "must" that should be replaced by "have to", for example: "Mira says that you must return her magazine as soon as possible" but the right form should be "Mira says that you have to return her magazine as soon as possible."

There were 18 students and 34 errors committed in Omission area with 20,73%. Most of them have made errors on the test regarding the omission of a word "don't" in form of negative of "have to" for example: "You have to introduce me to Sinta, because we have already met" but the right form should be "You don't have to introduce me to Sinta, because we have already met."

There were 5 students and 8 errors committed in Addition with 4,87%. The students have made errors on the test regarding the addition of a word "do" in form "In the schedule, the event will be start tomorrow morning. Do must we packing tonight? But the right form should be "In the schedule, the event will be start tomorrow morning. Must we packing tonight?."

There was 0 student and 0 error committed in mis-order with 0%. The student had made no error on the test regarding the mis-order.

### Frequency and Percentage of Errors

No	Tyes of Errors	Frequency of Errors	Percentage
1	Mis-formation	122	74,39%
2	Omission	34	20,73%
3	Addition	8	4,87%
4	Mis-order	0	0%

In the Table, most of the students made errors on mis-formation with frequency of errors 74,39%. It is a very high frequency of errors because almost all students made errors in this type. With those frequencies, the teacher should pay more attention to this type of error. The students are still confused in understanding the use

of “must” and “have to”. It means that error in mis-formation made by the students is caused by context of learning.

The second level of errors is in omission with frequency 20,73 %. It is high frequency because the students do not know the situation and the meaning in the sentence.

The third level of errors is in Addition with frequency 4,87%. It is low frequency of errors because some of the students not know that they must not use “do” or primary auxiliary before the modal auxiliary verb “must. It can be concluded that the students basically know the correct form of “must” and “have to” so that the frequency of errors is low. It means that error in addition made by the students is caused by context of learning.

The last level of errors is in Mis-order with frequency 0%. The students had made no error on the test regarding the mis-order, for the students had no problems in placing the correct words in the correct forms. It can be concluded that the students actually know when they have to use “must” and “have to”. Therefore, the frequency of errors is none. Although the students did not make error in mis-order, the error in mis-order can be caused by context of learning.

#### 4. Conclusion

Based on the data analysis and interpretation, it can be concluded that the errors in the students’ test at the first semester students at Politeknik Unggul LP3M Medan are errors in using modal auxiliaries “must” and “have to” which consist of mis-formation about 74,39% errors, omission is 20,73% errors, addition is 4.87% errors, and mis-order with frequency is 0%. Based on the high percentage of the errors, it means the mastery of students in using modal auxiliary “must” and ‘have to’ is low, and the students have much difficulty in mastering it. It can be concluded that the students made errors because of context of learning – in a classroom context the teacher or the textbook can lead the student 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.

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