AN ERROR ANALYSIS OF VERB OMISSION OF TO IN WRITING MADE BY STUDENTS

(A Descriptive Research at the Sixth Semester of English Department Students of Makassar Muhammadiyah University)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department

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FACULTY OF TEACHER TRAINING AND EDUCATION
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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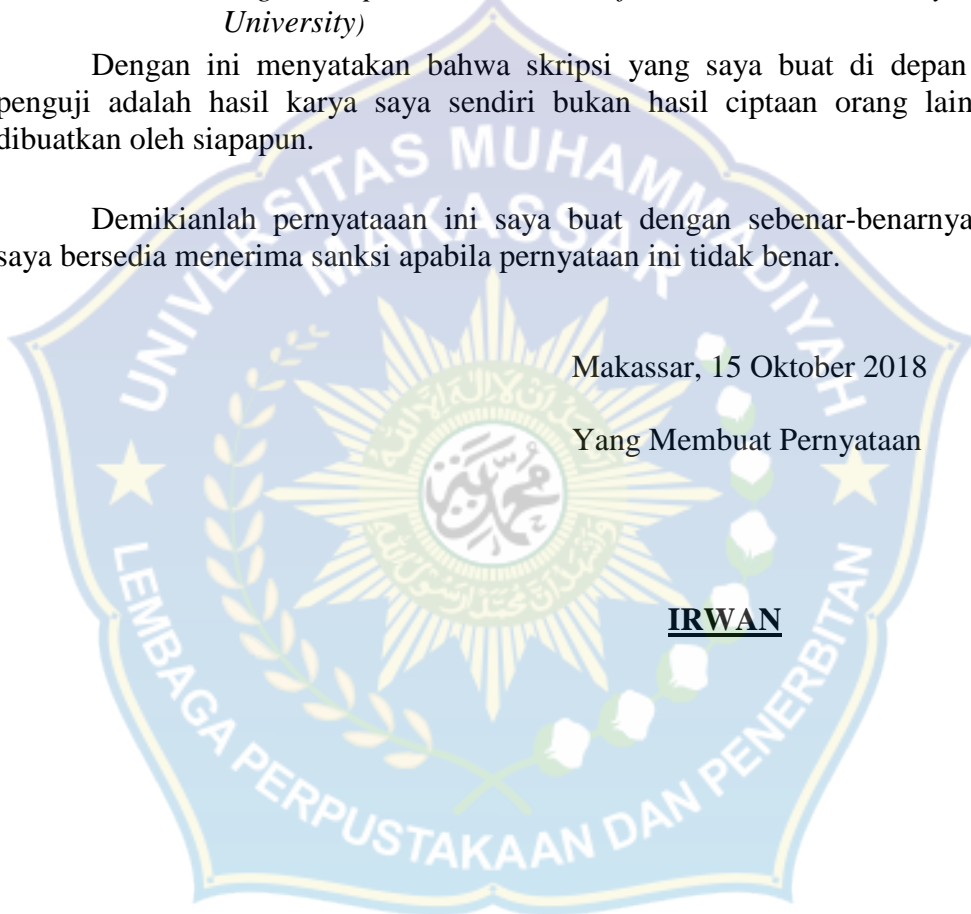
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Yang membuat perjanjian

IRWAN

LEARN EVERYTIME!
SO YOU WILL KNOW THE
IMPORTANCE OF THE KNOWLEDGE.
BECAUSE KNOWLEDGE WILL LEAD
YOU UNTIL YOU DIE.

ABSTRACT

IRWAN, 2018. An Error Analysis Of Verb Omission Of To In Writing Made By Students**.** A thesis of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Erwin Akib and Farisha Andi Baso.

This research aimed at finding out "verb omission of To" made by students. The problem statement was: What is the "verb omission of To" made by students at sixth semester of English Department Student of Makassar Muhammadiyah University.

The research used a Descriptive Research. It conducted a writing narrative test to know the students' ability in using modal verbs. The subject of the research was the Sixth Semester Students of English Education, Faculty of Teacher Training and Education, Makassar Muhammadiyah University in academic year 2017/2018. The Sample consisted of 35 students of BG VI-B class. The data were collected through writing test.

The result of the analysis showed that there were 167 there were 152 were true and 15 were wrong. The students only used 'can', 'may', 'must', 'shall', 'will'. 'should', 'would' and 'could' as modal verbs. the Modal Verbs which commonly used by the students in writing narrative text are *'can', 'must', 'will', 'should'* and *'could'*. But the other side, the students also used *'may', 'shall'* and *'would'* as modal verbs rarely.

Keywords: Verb Omission of To, Modal Verbs, Writing Narrative Test
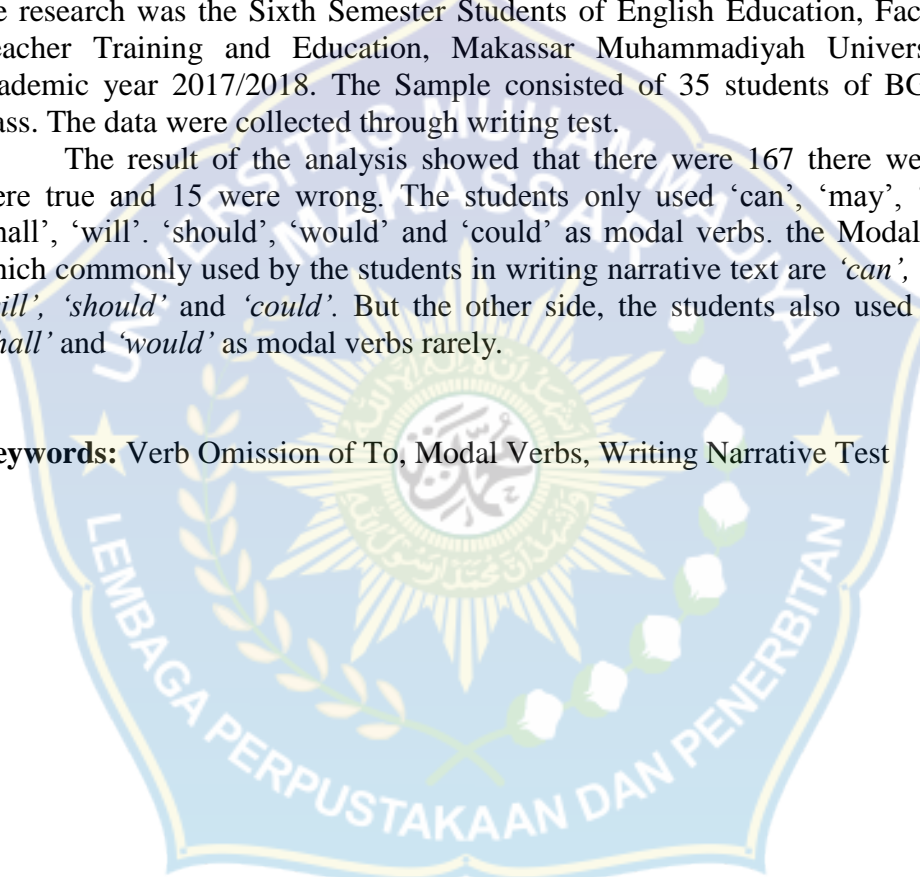
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In the name of Allah, MostGracious, MostMerciful

Alhamdullilahirobbilalamin, first of all he would like to express hisdeepest praise and gratitude to Allah SWT. who has given me His blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

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Makassar, 15 Oktober 2018

The Researcher

IRWAN

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INTRODUCTION

A. Background

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 theverb 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.

In this case, the writer is interested to analyze the errors related to modal auxiliaries made by Indonesian learners, entitled "**An Error Analysis of Verb Omission of To in Writing Made by the Students at the Fourth Semester of English Department Student of Makassar Muhammadiyah University**." It is because there are many students who still make some errors in using verb ommision ot To.

B. Research Question

Base on the problem above the researher are going to formulate the research question as follow:

What is the "verb omission of To" made by students at sixth semester of English Department Student of Makassar Muhammadiyah University?

C. Research Objective

To describe the error indicator of "verb omission of To" made by students at sixth semester of English Department Student of Makassar Muhammadiyah University.

D. Significance of the Study

The result of the study given benefit to the English teachers, and other researchers who are interested in this subject. For the English teachers, this

research may help them to know how well their student"s ability in using : can, could, may, might, must/have to, shall, should/ought to, will and would, let the "verb omission of To" in English sentence. For students, this research may assist them to use them correctly. For other researchers, the result may serve as guidelines for the future study related to the subject.

E. Scope of the Study

The researcher analyzed the types of errors made by the EFL students of Makassar Muhammadiyah University in using verb: can, could, may, might, must/have to, shall, should/ought to, will and would, let the "verb omission of To" commonly used in writings.
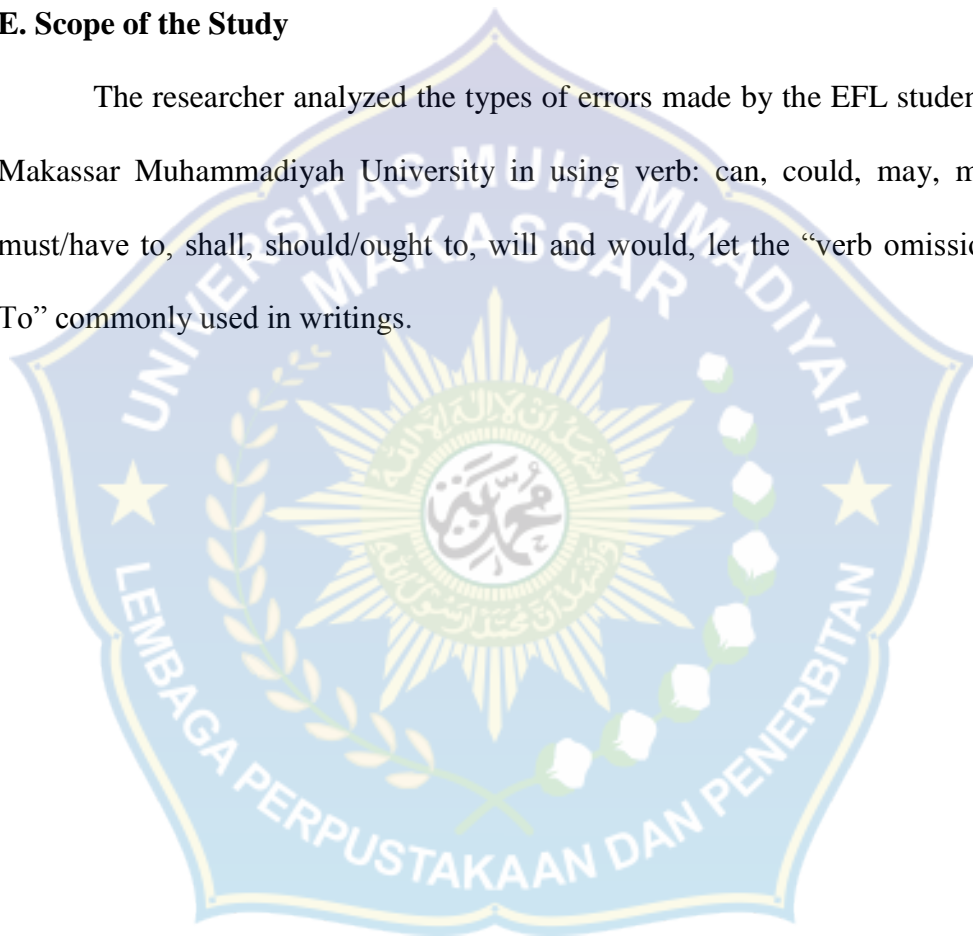
CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

Orta, (2010:34) in his study A Contrastive Analysis of the Use of Modal Verbs in the Expression of Epistemic Stance in Business Management Research Articles in English and Spanish. The results obtained in this study point in the direction that there are obvious differences between the use of modal verbs by native English writers and the use of modal verbs by non-native Spanish writers. The most remarkable aspect is that Spanish writers show a deviant handling of hedges and boosters. Therefore, they have difficulties in establishing a propertenor when they write in English. This is related to the mismatch observedin the expression of epistemic meaning between some modalverbs:"can is used instead of "may" to express possibility.

Spanish writers express epistemic this deviant use of the modals by Spanish academicswriting their articles in English is conditioned by the writing conventions of their national culture.

Jayakaran Mukundan et al. (2013:14). In their study Syntactic Accuracy in the Usage of English Modal Verbs in Argumentative Writing From the findings, conclusions become evident and they are related on how Malaysian students use modal verbs in their essay writings. They are:

1. The students realize that modals should come with a verb and that modals are helping or auxiliary verbs.

2. Students showed the ability to utilize modal verbs that are not set in the syllabus (would and shall), thusdemonstrating that the learning of modal auxiliary also takes place outside the classrooms.

In their study, Leech et al. (2009:71) have examined the changes in the frequency of modal verbs in written English. The research was done using several corpora: the Brown University Corpus(Brown), the Freiburg-Brown Corpus (Frown), the Lancaster-Oslo/Bergen Corpus (LOB) and the Freiburg-Lancaster-Oslo/Bergen Corpus (F-LOB). In addition to using these corpora, the British English spoken subcorpora from the Diachronic Corpus of Present-Day Spoken English (DCPSE) was also utilised, as were the British National Corpus (BNC) and the Longman Corpus of Spoken American English (LCSAE) (Leech et al. 2009:71).As the corpora were of approximately the same size, raw counts were used instead of normalised frequency counts (Leech et al. 2009:72). The modal verbs under inspection were the core modals, with ought to and need(n't) added as "peripheral members" and the comparison was done using the data from 1961 and 1991/2 (Leech et al. 2009:72). The results showed that there was a clear decline of frequency, the overall percentage being 10,6% - for individual verbs it varied from 2,2% to 43,5% (Leech et al. 2009:73). The only verb to break the pattern was can, with a rise of 1,3%. They also note that the "order of frequency of the modals is the same in both 1961 and 1991/2..." (ibid).In her MA thesis, Rajalahti (2006:2) studies Philippine English and Singapore English "through modal and quasi-modal verbs, or more precisely, those of obligation and necessity." The verbs chosen for the study are modal verbs should, must and need and quasi-

modals ought to, had better, need to, be supposed to, have to and have got to (Rajalahti 2006:4). The study is corpus-based, and the five corpora used are The International Corpus of English (ICE) in the variety corpora of Philippine English, Singapore English and British English, The Santa Barbara Corpus of Spoken American English (SBC) and the Freiburg-Brown Corpus (Frown) (Rajalahti 2006:5).

Rajalahti, (2006:8) uses the division into root and epistemic modality, with the emphasis on the root meaning (obligation and logical necessity). In ICE, two categories were chosen for the analysis: S1A (private dialogue) and W2F (creative writing), these two being "the best to exemplify the possible independent developments in PhiE and SinE compared to AmE and BrE" (Rajalahti 2006:14). In the case of the SBC, the analysis was done on Part I; in the Frown the categories "K (general fiction), L (mystery and detective fiction), M (science fiction), N (adventure and western) and P (romance and love story)" were chosen Rajalahti, (2006:24).

Rajalahti, (2006:78) found that most of the verbs appeared more frequently in Philippine English and Singapore English than in American English or British English, the only exceptions being have got to and ought to, which were more frequent in British English than in Singapore English. The most frequent type of subject with the verbs was personal pronouns – in 27Singapore English the subject was implied instead of actually stating it in the sentence (Rajalahti 2006:79). When expressing obligation, the most common verbs used were noted to be should, haveto and must, with need, ought to, had better, have got to,

supposed to and need to on the decline. All of the verbs appeared surprisingly little in the Frown (ibid.). Rajalahti (2006:81) states that of the text categories that were studied, "private dialogue, instructional writing and persuasive writing were the most prolific in using the modals."

Jim Miller (2004:52) notes that "the system of modal verbs in Scots is massively different from that of Standard English." These differences were noted as early as in the 18thcentury by writers like Hume, Sinclair, Mitchell and Beattie, and modal verbs were high on their lists of the so called Scotticisms (Beal 1997:365).   All of them give the idea of Scots forms being the "wrong" or incorrect ones, more or less explicitly stated in their Scotticism lists (Beal 1997:365-366). As Miller refers to Scots or Broad Scots, this mainly applies to a very small part of the linguistic continuum under the term Scottish English. However, it is probably safe to assume that some of these rules will be present in other forms on the continuum as well, if not necessarily in Scottish Standard English which represents the opposite end of the continuum from Scots.

B. Some Partinent Ideas

1. Concept of Error Analisys

a. Definition of Error Analysis

According to J. Richard et al., (2002:184), an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning. It is considered by Norrish (1983:7), as a systematic deviation that happens when a learner has not learnt something, and consistently gets it wrong. however, the attempts made to put the error into context have always gone hand in hand with either Language Learning and Second Language acquisition processes. Hendrickson (1987:357), mentioned that errors are *'Signal'* that indicate an actual Learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.

Tarigan (2001:89) said: "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 explained, "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."

According to Corder (1974:62), Error analysis is carried out in three successive stages they are:

(1) Recognition of Errors

It is crucially dependent upon correct interpretation of the learners" intentions.

(2) Description of Errors

In this step, one tries to show the learner show they have failed to realize the intended message.

(3) Explanation of Errors

Explanation is still largely speculative, because of our limited knowledge of the psychological and neurological process involved in language learning.

So the writer tries to conclude that the error analysis is a way of looking at error made by the learner of the target language, as a source of information to the teacher, which in turns helps teachers to correct the students' errors, and improves the effectiveness of their teaching.

b. 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,Hubbard(1999:31) et al said "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".

In his book on mistakes and correction, Julian Edge (2000:47) suggests that we can divide mistake into two broad categories: "slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it)."

From explanation above, it can be concluded that error is systematic and the students cannot self-corrected, because it reflects the students" competence in the target language. in contrast, a mistake is an error that students can self-correct, because it is only the result of the students" performance.

C. Causes of Errors

According to Pit Corder (1974:57), there are three major causes of error, which he labels, transfer error" (Mother Tongue interference), „analogical error" (Over-generalization) and „teaching induced error" (Error encourage by teaching materialor method).

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.

E.g:

*"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.

E.g:

Basis sentence I studied in my room last nightStudent"s sentence At eight clocks last night I studied in my roomThe 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 it self 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.

According to Richards(1986:67), three are four causes of errors:

1. Over-generalization

Over generalization is the use of previously learned rules in new situation. Over generalization includes instance where the learner makes a rule on the basis of his experience of other rule in the target language.

Example:

*Do you go to Bali last year? Instead of – Did you go to Bali last year?

2. Ignorance of rule restriction

This type of errors is the result of the failure to observe the restrictions of existing structures, that is, the application rules to context where they do not apply, for example:

*The man who I saw him yesterday is my teacher. Instead of The man whomI saw yesterday is my teacher

3. Incomplete application of rules

This error is the result of the learner‟s high motivation to achieve communicative ability. In achieving this, learner sometimes produces grammatical incorrect sentence.

*She go to school every day – instead of – She goes to school every day.

4. False concept hypothesized

This error is the result of the faulty comprehension of distinction in theforeign language, sometimes this error is because of the poor gradation of materials of teaching.

Meanwhile, Brown(1980:22-23) distinguishes the causes of error into four causes, they are: inter-lingual transfer, intra-lingual transfer, context of learning and communication strategies.

1. Inter-lingual Transfer

    Inter-lingual errors happened because the interference of a mother tongues into a target language. Interference is transfer of a native language, which impede the learning of a target language because of differences between both languages.

    In this early stage, before the system of the language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

2. Intra-lingual Transfer

    The early stage of language learning is characterized by a predominance of inter-lingual transfer, but once the learner has begun to acquire part of the new system, more and more inter-lingual generalization within the target language manifested, and his previous experience begin to include structure within the target language itself.

3. Context of Learning

    Context refers to the classroom with its teacher and its materials in the case of school learning. In a classroom context the teacher or the textbook can lead the student to make faulty hypotheses about a language. students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

4. Communication Strategies

Communication strategies actually include processes of inter-lingual and intra-lingual transfer and the context of learning as a learner tries to get a message across to a hearer or reader.

D. Types of Errors

Dulay, Burt, and Krashen (2000:60-61) in their book entitled*Language Two,* classifying errors into four types: error based on linguistic category, error based on surface strategy taxonomy, error based on comparative taxonomy, and error based on communicative effect taxonomy.

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 strategy taxonomy highlights the ways of surface structures arealtered: Learners may omit necessary items (omission) or add unnecessary ones (addition); they may misform‟ items (selection) or „misorder‟ them(misordering). This classification is classified more into four parts below:

a) Omission

Omission errors can be characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morpheme are omitted more than others.

E.g. Mary is–president of - new company.

b) Addition

Students not only omit elements, which they regard as redundant, but they also add redundant elements. Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear ina well-formed utterance. They are three types of addition errors have been observed in the speech of both L1 and L2 namely double markings, regulation, and simple addition.

c) Double markings

Double markings are two items rather than one is marked for the same feature. Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example:

He doesn't knows my name or We didn't went there.

d) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in language, learners apply the rules

used to produce the regular ones to those that are irregular, resulting in errors of regulation. Such as, the verb *eat* not become *eated* ; the noun *sheep* is also sheep in the plural, not *sheeps.*

e) Simple Addition

Errors are „grab bag‟ subcategory of additions. If an addition error isn‟t a double marking or regularization, it is called simple addition. There are not particular feature, which can characterize simple additions other than those not appear in a well-formed utterance. For example:

The fishes doesn‟t live in the water.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the student supplies something, although it is incorrect.

There are three types of misformation namely; regularization arrors, archi-forms, and alternating forms.

a) Regularization errors

It is that all under the misformation category are those in which a regular marker is used in place of an irregular one. For example; *runned* for *run* or *goose* for *geese*.

b) Archi-forms

The selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an archi-form. For example a learner may select one member of the class of personal pronoun to function for several others in the class, Me hungry, give me that!

c) Alternating forms

As the student's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dog.

E. Goal of Error Analysis

The most practical use of the analysis of the error is the teachers. It isdesigning pedagogical material and strategies. Dullay(1980:87)stated that studying students' errors serves two major purposes:

a. It provides data from which inferences about the nature of language learning process can be made.

b. It indicates to teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which errors types detract most from a students' ability to communicate effectively.

The the oretical aspect of error analysis is part of the methodology of investigating that the language learning process.

F. Procedure of Error Analysis

In the languageteaching,eitheranativelanguageorasecondlanguageteaching, study about students" errors is very important. Theo van Els and friends stated that there are some procedures in error analysis, namely;

1. Identification of errors

    Identification is The first step in the process of analysis is recognition or identification of errors. In this step teachers recognize the students" errors from the task given by the teachers.

2. Description of errors

    The second step is the describing error. It begins when an identification stages has taken place. The description of student errors involves classification of kinds of errors made by the student.

    a. Explanation of errors

    This procedure is a process of analysis the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students" errors happen.

    b. Evaluation of errors

    Evaluation test insists teacher to give evaluation from the task done by the students depends on the task teacher will be given to students.

    c. Preventing/correction of errors

    This procedure is the last step in the process of correction analisys of error where the teacher checks the result from the task done by the

students. And then than teacher gives the correct answer from the errors has been done by the students.

G. Concept of Writing

1. The General Concept of Writing

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or at distant time. There are a lot of definitions stated by experts; Raymond(2002:30) states one of them, he defined that writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. Writing is also a way of finding out what people know and what people need to learn. Spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she want to be communicated by writing it. That is a way of keeping themselves honest because writing is a way of arguing with them. Writing is a process of discovering and shaping meaning. Experienced writers

rarely gather and understand immediately all the information they need. From the definitions above, writing needs a process which must be surpassed by the writer. And writing is tools of human beings to share information or stories to others because someone can read it by several times. Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising. This process can be done by anyone, especially students. The stages of writing process is to help students in learning writing, so if they have already followed the writing process they will be able to acquire this skill easily and be able to make a good writing.

2. The Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Competency Standard*Standar Kompetensi* (*SK*) and Basic Competency- *Kompetensi Dasar* (*KD*), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment. According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to

hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy. When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the flow of purposes: *What do I want to tell the readers? Why am I writing this? Whatdo I hope to accomplish? Who will read this?*

3. The Process of Writing

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Langan stated that writing is a process that involves the following steps: 1. Discovering a point-often through prewriting 2. Developing solid support for the point-often through more prewriting 3. Organizing the supporting material and writing it out in a first

draft 4. Revising and then editing carefully to ensure an effective, errorfree paper. Learning this sequence will give you confidence when the time comes to write. You will know that you can use prewriting as a way to think on paper and to gradually discover just what ideas you want to develop. You will understand that there are four clearcut goals-unity, support, organization, and error-free sentences to aim for in your writing. You will realize that you can use revision to rework a paper until it is a strong and effective piece of writing. And you will be able to edit a paper so that your sentences are clear and error-free. Prewriting is the first stage of the writing process, is a time of discover you unearth ideas. In other words, prewriting is any activity designed to help students generate or organize their ideas before writing. The prewriting methods discussed thus far are designed to get you started: to generate ideas, to recall facts and anecdotes, to realize patterns. However, these activities are preliminary before write a draft; need to establish a structure for an essay. It also help writer to generate ideas and allows the writer to see the connections among those ideas. Second step is drafting. Drafting is making draft of the goal to state main idea clearly and develop the content with plenty of specific details. In addition, an essay gets stronger as the drafting process continues. As the essay evolves and develops, the writer also gets more and more invested in the process and its outcome. No one is able to write a perfect first draft, even people who tend to write very strong first draft essays realize the need for revision and redrafting. Then, revising is rewriting a paper, building upon what has already been done, in order to make it stronger. The last step is

editing. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage, and spelling.

4. The Problems of Writing

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing. Therefore, many problems faced by teachers and students.

The first problem is "the less proficient writer" problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is "I can't write English" problem. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is "teacher response" problem. Writing teachers often spend many hours reading and marking students' papers. The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences.

H. Kinds of Verb Omission of To

According to Azar (1989:35), " the types of verb Omission of To can be divided into two types. First, verb omission of to 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.

Stig Johanson et, al (1974:64) stated in their book 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).

a.   Permission/possibility/ability: can, could, may, might

b.   Obligation/necessity: must, should, had better, have to, need, ought to, be s to, be supposed to

c.   Volition/prediction: will, would, shall, be going to.

In addition, Michael Swan(2001:32) suggest 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 that a situation is certain; others that it is probable or possible; others that it is impossible."

1.   Certainty: *shall, shan"t, will, won"t, must, can"t, couldn"t, would,wouldn"t.*

2.   Probability: *should, shouldn"t, ought to, oughtn"t to, may* (not)

3.   Weak probability: *might, might not, could.*

4.   Theoretical Habitual possibility: *can*

5. Conditional certainty or possibility: *would, wouldn"t, could,couldn"t, might, mightn"t.*

Here are the explanations from several statements above about the usages ofthose modal auxiliaries, among them:

a. **Can**

Can is used informally to request permission, especially if the speaker istalking to someone she/he knows fairly well. Thedetail functions of **Can**are followed:

1. To express the ability

   E.g.: I **can** speak three foreign languages.

2. To express request or asking to someone else for doing something.

   E.g.: **Can** you open the windows?

3. To express asking or giving permission.

   Giving Permission:

   E.g.: You **can** go home now.

   Asking Permission:

   E.g.: **Can** I go home now?

   Can I use your dictionary?

4. To express possibility

   E.g.: He **can** be a good doctor in the future.

5. To express offering something to someone else E.g.: **Can** I get you some tea?

b. **Could**

1. **Could** expresses ability, subject to certain conditions which probably donot exist. In this use, **could** can refer to the present, the past, or the future. E.g.: I **could** go know, if I wanted to. (I do not want to)

2. **Could** is used to request permission. It is somewhat more formal andpolite than can.

   E.g.: **Could** I borrow your pencil?

3. **Could** also express the ability in the past time.E.g.: When I was younger, I **could** run fast.

c. **May**

1. **May** express possibility.

   E.g.: I **may** go, but I don"t really want to.

2. **May** is also used to express permission. It is considered more formal andpolite than can or could.

   E.g.: **May** I smoke here? No, you **may** not.

d. **Might**

1. **Might** expresses possibility which is considerably slighter or weaker thanthat express by **may**.

   E.g.: I **might** accompany you, but it doesn"t appear very likely.

2. **Might** is used to ask permission. It is more formal and more polite than*may, can, or could*

   E.g.: **Might** I be excused early?

3. To criticize the condition or situation

E.g.: The children **shouldn't** be playing. They **should** be at school.

e. **Shall**

1. To express the request for agreement or an offer to do something for someone.

   E.g.: **Shall** I answer the telephone for you? **Shall** I go now and come back later?

2. **Shall** is used with the first person pronouns, I and We, to express futureaction.

   E.g.: I **shall** leave for Spain tomorrow. We **shall** return in September.

3. **Shall** can express a threat

   E.g.: If you speak like that again, you **shall** be punished.

4. Shallmay express a promise

   E.g.: you **shall** receive your diploma in June.

f. **Will**

1. **Will** is used to express agreement, mild promise or willingness, or,in aquestion, to make a polite request.

   E.g.: I **will** do whatever you think best.

2. The negative of **will** may expressrefusal. E.g.: My uncle **will** not be there tonight.

3. To express a prediction

   E.g.: According to the weather report, it **will** be cloudy tomorrow.

4. To express willingness

   Ex: A: The phone is ringing

g. **I'll** get it.

h. **Must**

Function of Must in obligation

1. To express the idea of necessity or unavoidable obligation, or a condition which cannot be changed.

   E.g.: The time is up. We **must** go.

   (Perhaps we do not want to, but we have to choice) One **must** eat to live.(There is no choice)

   You say you want to pass. Then you **must** try harder. (it is the only way)
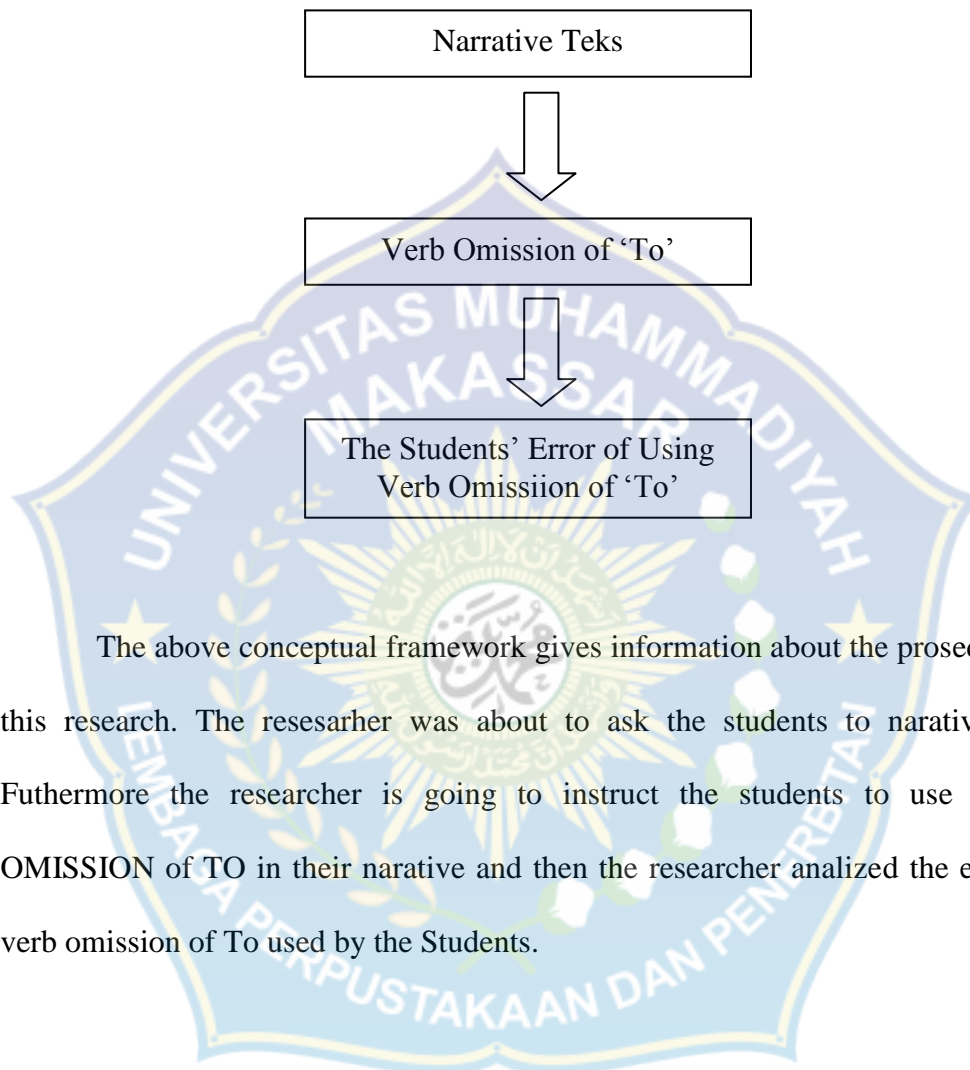
2. Mustin the negative express prohibition and is used to keep someonefrom doing something. The prohibition may be because of a rule, a law, the general disapproval of society, or the danger involved.

   E.g.: You **must not** walk on the grass. (There is a rule against it)

   E.g.: The gas tank is also empty. We **had better** stop at the next service station.

I. Conceptual Framework

Figure 2.1: Research Framework

```
┌─────────────────────────────────┐
│          Narrative Teks          │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      Verb Omission of 'To'       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    The Students' Error of Using  │
│    Verb Omissiion of 'To'        │
└─────────────────────────────────┘
```

The above conceptual framework gives information about the prosedure of this research. The resesarher was about to ask the students to narative teks Futhermore the researcher is going to instruct the students to use VERB OMISSION of TO in their narative and then the researcher analized the error of verb omission of To used by the Students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied descriptive research. The design was described as follows. The students' mean score identified by using this formula:

Figure 3.1: Mean Score Formula

$$X = \frac{\sum X}{N}$$

Where :

X : The students mean score

$\sum$x : the students' score

N : the total number of the students

(Gay, 1992:407)

B. Research Variables and Indicatiors

In this research, the researcher used two variables, they were independent and dependent variable. The independent variable was An Error Analysis and the dependent variable was Verb Omission at the fourth semester students of Muhammadiyah University of Makassar. The indicator of this research was 'To' in Writing.

C. Population and Sample

1. Population

    Population of this research was the Sixth Semester Students' of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in academic year 2017/2018 which consisted of 367 students.

2. Sample

    This research used purposive Sampling technique where there were ten classes at the Sixth Semester, those are BG IV A, BG IV B until BG IV J. The researcher took BG IV B class. The researcher chose the class after doing observation. The class consisted of 36 students. Thus, the total number of sample was 35 students.

D. Research instrument

    The instrument which used by the researcher is a narative text. The researcher used narative text to know the students errors in using verb omission of to such as i can, could, may, might, must/have to, shall, should/ought to, will and would. The researcher asked the students to write about a narative text. The purpose of this kind of test was to measure in their narative text constantly. The students work were scored based on accuracy in the use of verb omission of to: can, could, may, might, must/have to, shall, should/ought to, will and would. The scores were analyzed and classified to identify the types of error made by students. The following table was specifications items from narative text.

E. Technique of collecting data

After asking the students to wrote about a narative text, the researcher collected their assigments and then the researcher was going to see the students' difficulties in using verb omission of to.

F. Technique of Analyzing Data

Table 3.1: The Table of the Students' Verb Omission Assesments

No	Score	Category	Criteria
1	90 to 100	Excelent	The students do not have any mistake of using verb omission of to. They use it appropriately.
2	60 to 89	Good	The student also use the apporoprate way in using verb omission of to bot there are several errors made by the students.
3	30 to 59	Poor	The students have many errors in using verb omission of to
4	0 to 29	Very poor	None of the students uses appropriate way in using verb omission of to. Allof the verb omission of to use bythe students are errors.

(Siswoyo in Marzuki 2011:18)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussion. Findingsdescribesthe result of the students' error in using modals auxilary by the EFL students of Makassar Muhammadiyah University. The discussion of the research covers further explanation of the findings.

A. Findings

Here is the explanation of the findings of modal auxilary. The data in table 2.2 showed the result of students' error of modal auxilary in essay writing.

Table 4.1: The Result of the Students' Error in Using Modals Auxiliary

No.	Category	Score	Frequency	Percentage
1.	Excellent	4	15	42.86%
2.	Good	3	11	31.43%
3.	Poor	2	4	11.43%
4.	Very Poor	1	5	14.28%
	TOTAL			100%

Based on table 4.1, the result of the students' Error in Using Modals Auxiliary showed that there were 15 students (42.86%) who got Excellent Category (90-100). For Good Category (60-89), there were 11 students (31.43%). There were 4 students (11.43%) who got Poor Category (30-59) and there were 5 students (14.28%) who got Very Poor Category (0-29). So, the result can be

concluded that the Using of Modals Auxiliary in Writing Narrative Text by the Students was Good categorized.

Table 4.2: Total of Modals Auxiliary Used by the Students

No.	Modals Auxiliary	True	False	Total Usage
1.	Can	38	4	42
2.	May	7	1	8
3.	Must	25	-	25
4.	Shall	7	1	8
5.	Will	21	4	25
6.	Should	21	1	22
7.	Would	11	2	13
8.	Could	22	2	24
	TOTAL	**152**	**15**	**167**

Based on table 4.2 showed that there were some students which use *'can'* 38 times as modals correctly but 4 times were false. There were some students which use *'may'* 7 times as modals correctly but 1 time was false. There were some students which use *'must'* 25 times as modals correctly and no one was false. There were some students which use *'shall'* 7 times as modals correctly but 1 time was false. There were some students which use *'will'* 21 times as modals correctly but 4 times were false. There were some students which use *'should'* 21 times as modals correctly but 1 time was false. There were some students which use *'would'* 11 times as modals correctly but 2 times were false. And there were

some students which use *'could'* 22 times as modals correctly but 2 times were false. So, the result can be concluded that the most of Modals Auxiliary which used by the students in Writing Narrative Text is *'can'*.

B. Discussion

The description of the data collection shows that some of students still make any mistakes in using modal auxiliary in writing narrative text. We can see the number of false usage in using modals auxiliary in writing. Below will be presented specifically.

Based on the findings result, some students do not know how to use some modals auxiliary according to the number of wrong usage which showed on the table 4.2. For example, the usage of *'can'* and *'will'*. Basically, every modals auxiliary must be followed by the verb after it, if the sentence is verbal. But if the sentence is nominal, the auxiliary verb must be existed after modals auxiliary. *'Can'* is used to giving possibility, request or refusal of request, to offer to help someone, to talk about ability or permission. The students make a mistake because some of students do not use like it. Most of students used (auxiliary verb + verb I) after modals *'can'*. *'Will'* is used to talk about plans. The mistake is not caused by the students do not know how to use, but the students do wrong grammatically. The students put *'will'* after verb in a sentence.

The other side, we can see based on the table 4.2 that the most usage of modals auxiliary are *'can', 'must', 'could' and 'will'*. All of those modal

auxiliaries are familiar to use in writing an essay. It is also more easily to use than the other modal.

In this section, the researcher explained the result of the students in using modals. There is a sample who use some of modal verbs are wrong, specifically in using modal verbs *'can'* and *'will'*. Firstly, it uses *'can'* but the verb after it add *'s'* at the final of the verb. The second, it uses verb *'it'* after using *'can'*. At the other modal verbs, it uses a *'verb+s/es'* after using *'will'*. It is a wrong way in using modal verbs. The other example, one of students using *'may'* incorrectly, because it writes *'may be'* although the writer means to write *'maybe'*. But '*may'* and *'be'* are different words, and if you combine it likes *'maybe'*, it has another meaning. It also using *'shall'* incorrectly, because it uses '*shall'* without verb aftr it, just only a noun as an object of the sentence.

The result of this research showed that most of students never use any modals such as *'might', 'ought to', 'had to', 'have to'* etc. This allows that most of students do not know how to use it all. The students mostly use modals such as, *'can', 'may', 'must', 'shall', 'will', 'should', 'would', 'could'*. A small is only *'have to'*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conduction this research, the researcher analyzed the students' error in using modals auxiliary at the Sixth Semester Students of Muhammadiyah University of Makassar in academic year 2017/2018 based on the result, the researcher take conclusion as follows:

The modals auxiliary usage by the sixth semester students of English Education Department, Muhammadiyah University. It was provided by 167 usage of modals, there are 38 times usage of *'can'* were trueand 4 times were wrong. There were 7 times usage of *'may'* were true and 1 time was wrong. There are 25 times usage of *'must'* were true and no one was wrong. There were 7 times of *'shall'* were true and 1 time was wrong. There were 21 times usage of *'will'* were true and 4 times were wrong. There were 21 times usage of *'should'* were true and 1 time was wrong. There were 11 times usage of *'would'* were true and 2 times were wrong. There were 22 times usage of *'could'* were true and 2 times were wrong. The total modal verbs that used by the student were 167, there were 152 were true and 15 were wrong. The students only used *'can', 'may', 'must', 'shall', 'will'. 'should', 'would'* and *'could'* as modal verbs.

There are 35 students which consists of 15 students (42.86%) who got Excellent, 11 students (31.43%) who got Good, 4 students (11.43%) who got Poorand 5 students (14.28%) got Very Poor Categorized. The students mean score is (3.03).

It can be conclude that the Modal Verbs which commonly used by the students in writing narrative text are *'can', 'must', 'will', 'should'* and *'could'*. But the other side, the students also used *'may', 'shall'* and *'would'* as modal verbs rarely.

B. Suggestion

Based on the conclusion above, the researcher proposes some suggestions, these are, the students should read many books about modal auxiliary to avoid errors in writing. The students can discuss or do sharing with their friends. And, the students should learn about all of modals auxiliary.
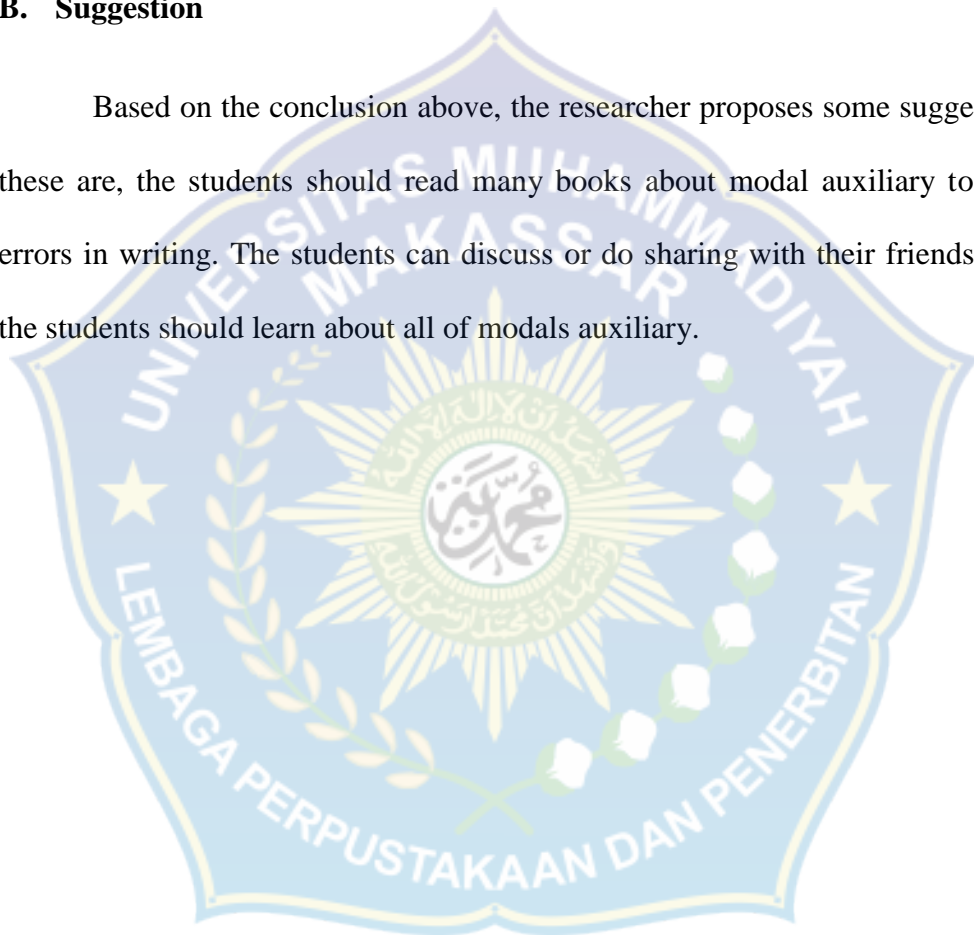
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APPENDICES

APPENDIX A

RESEARCH INSTRUMENT

Name :
Class :
Reg. Number :

Follow the instruction below:

1. Write down a topic of narrative text base on your interest!
2. Write down the narrative text at least consists of 150 words!
3. Ensure that the narrative text consists of the following words!
   a. Can
   b. May
   c. Must
   d. Shall
   e. Will
   f. Should
   g. Would
   h. Could

APPENDIX B

The List Sample of the BG IV-B Class of English Education Students of Muhammadiyah University of Makassar in Academic Year 2016-2017

Number of Sample	Code
1.	S-1
2.	S-2
3.	S-3
4.	S-4
5.	S-5
6.	S-6
7.	S-7
8.	S-8
9.	S-9
10.	S-10
11.	S-11
12.	S-12
13.	S-13
14.	S-14
15.	S-15

16.	S-16
17.	S-17
18.	S-18
19.	S-19
20.	S-20
21.	S-21
22.	S-22
23.	S-23
24.	S-24
25.	S-25
26.	S-26
27.	S-27
28.	S-28
29.	S-29
30.	S-30
31.	S-31
32.	S-32
33.	S-33
34.	S-34
35.	S-35

APPENDIX C

Total of Modals Auxiliary Used by the Students

No.	Modals Auxiliary	True	False	Total Usage
1.	Can	38	4	42
2.	May	7	1	8
3.	Must	25	-	25
4.	Shall	7	1	8
5.	Will	21	4	25
6.	Should	21	1	22
7.	Would	11	2	13
8.	Could	22	2	24

TOTAL	**152**	**15**	**167**

CURRICULUM VITAE

IRWAN was born in Takalar Regency, Mangindara Village on September 9th, 1991. His father's name is Sambe and his mother's name is Hajra. He is the first child of 4 brothers. He began his elementary school at SDN Mangindara, Takalar Regency and graduated in 2003, he continued her study at SMP Negeri Bontonompo Selatan and graduated in 2006.

After finishing his study in junior high school, he continued her study at SMA Negeri 2 Takalar and graduated in 2009. In 2012, he was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.