

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An essential step in any research project is literature review.<sup>1</sup> In this chapter, the researcher presents the review of related literature. It concerns with theoretical frame work underlying this study, which is presented in detail.

#### **A. Modal Auxiliaries**

##### **1. The Definition of Modal Auxiliaries**

The term auxiliary generally used in the grammatical description of the verb phrase to refer to the set of verbs, subordinate to the main lexical verb, which help to make distinction in mood, aspect, voice, etc. Modal auxiliaries are called modal verbs may sound difficult but in the fact they are easy. They are invariable (no conjunction) and the main verb is always the “bare infinitive” or without to. Modal auxiliaries are auxiliary verbs that lend different shades of meaning to the main verb to which they are attached.

Modal auxiliaries usually express the speaker’s attitudes or mood. For example, modal can express that a speaker feels something necessity, advisable, possible or probable, permissible, and obligation. Modals also can convey ideas or the strength of those attitudes. The single-word modal auxiliaries are can, could, may, might, must, shall, should, will, would. It’s are different from the other three auxiliary verbs (do, be, and have) in two

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<sup>1</sup> David Nunan, *Research Method in Language Learning* (Cambridge University, 1992), p. 216

ways. Firstly, they have special grammatical features. Such as they have no infinitive and the third person singular has no “s”. And secondly, most modal verbs have not only a grammatical function but also a dictionary meaning. For instance, must can mean “be obligated to”. While do, be, and have do not really have “meaning”.<sup>2</sup>

Michael Swan says that “modal auxiliary verbs are the verbs can, could, may, might, will, would, shall, should, must and ought to. They are used before the infinitives of other verbs, and add certain kinds of meaning connected with certainty or with obligation and freedom to act”.<sup>3</sup> While Betty Schramfer’s statement, that the “modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, would. She said that the modal auxiliaries generally express a speaker’s attitudes, or “moods”. For example, modals can express that a speakers feels something is necessary, advisable, permissible, possible, or probable”.<sup>4</sup> Thus the modals or called modal auxiliary verbs have more than one meaning and also complex. Some modals have to be expressed with other auxiliaries in negative form, such as have to become needn’t, must become needn’t.

Modal auxiliaries are categories in grammar which function as auxiliaries for showing the truth, prediction or possibility. To understand

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<sup>2</sup> Betty Schramfer Azhar, *Understanding and using English grammar second edition* (New Jersey: Prentice-Hall, 1989), p. 69

<sup>3</sup> Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 1980), p. 333

<sup>4</sup> Betty Schramfer Azhar, *Understanding and using English grammar second edition* (New Jersey: Prentice-Hall, 1989), p. 68

better the problems with modal verbs, it is better to have a little idea about them. A modal verb is a type of auxiliary verb that is used to indicate modality, that is, an auxiliary verb that can be used to change the modality of a sentence. The key way to identify a modal verb is by defectiveness. A defective verb is a verb with an incomplete conjugation. In addition, modal verbs do not take the inflection -s or -es in the third person singular, unlike other verbs.

English modal verbs can be divided into two kinds of auxiliaries. Those are the primary auxiliaries or often called the main auxiliaries (do, be, and have) as in:

- He doesn't come to school.
- It's raining now.
- I have forgotten his name.

And the second auxiliaries or often called modal auxiliaries, which include (can, could, must, have to, should, ought to, be able to, and etc).

For example:

- He can/ could swim.
- He may/ might come.
- He will/ would be here.
- You must study hard.
- He ought to be here by now.
- When he was young, he used to play tennis.

One of the most common problems with primary auxiliaries is the first position of the auxiliary when we formulate a question. Modals are difficult to grasp because as modal and modality are rarely explained to the students. The forms of modals do not follow the conventional rules of grammar, and there are so many meanings of modals that students often get confused.

## 2. Teaching Modal Auxiliaries

According to Longman's Dictionary of Language "*Teaching & Applied linguistics*", that one of the main problems with modals is problem with formation. There are few problems that faced by the students on applying modals with the formation of its. The first, combining a modal auxiliary with a simply present verb, "to" is not necessary. For example, *he should to eat his dinner*. That sentence is wrong. It must be "*He should eat his dinner.*"

The second, subject-verb agreement does not apply to modals. It means that you cannot create a third person singular formulation, a past form, and etc. For example, *she can jumps*. The right sentence is "*She can jump*". The third, two modals cannot be used together in the same sentence. For example, *Will can fly?*. It has to be "*Will be able to fly?*". The fourth, "ought to" only appears in this form. There is no past tense. It is entirely independent or no connected with other verbs.

The fifth, combining lexical verb in past with the modal verb. For example, *John could heard my voice*. That sentence is wrong. And the

right is “*Johan could hear my voice*”. One of the biggest problems faced by the students on applying modals is in their meanings. Each modal can have more than one meaning and each meaning is a member of an inter-related system. When a speaker chooses to use one modal, she/he is not deciding to use any of other modal verbs.

The difficulties in interpreting an already complex system have often been compounded by teaching methods that present modals as a “list”. When they are taught as a list, they are presented like regular vocabulary. For example the opposite of “*you must be here at 8*” (obligation) is usually “*you don't have to be here at 8*” (lack of obligation), while “*must*” in “*you must not drink the water*” (prohibition) has a different meaning from “*must*” in “*you must not be a native speaker*” (deduction).

This complexity takes considerable work for most English language learners. What we can deduct from this is the students’ memorize the modals with their accompanying meanings but they may have no idea of the subtle social and cultural information each choice conveys. So a better way to teach them is as a system.

Generally, the students understand or produce a grammatical utterance but the meaning may be incorrect or misunderstood by the students. If the teacher does not present enough information about the perfect form and its complexities in meaning, the student may over

generalize the rules. And the negation of the modals can be complex for students.

There are two main reasons for these, namely adding “not” after the modal does not always give the opposite meaning because it can over generalize the idea/rule again. Another way, the students understand better the idea of modals like to use dialogues which showing the different cultural context that are relevant to communicating (using all the different uses of modal verbs). Explaining how modals are as system through the use of definitions and English Foreign Learner linguistic theory is a good way to explain modals. We cannot forget about a greater exposure to real life through school, organizations, TV, or communicative learning is much better than any list.

Teaching the modal system of English can be compared to walking a tightrope. The balance normally required in pedagogical grammars when presenting material, that is simplified enough for students to understand. The intercultural aspect of teaching the meanings of modals has not been documented extensively to our knowledge. Maybe the best is to suggest that this is another dimension to consider in teaching the modal system yet. How other languages express modal auxiliaries.

Where the modality is a universal concept but not all languages have modal auxiliaries. Therefore, teaching modals require a thorough knowledge of the modal system and how it is systematic.

### 3. Types of Modal Auxiliaries

In English, such verbs have largely replaced the subjunctive mood, and three kinds of modality can be distinguished for term: (1) Epistemic modality, which expresses a judgment about the truth of a proposition (whether it is possible, probable, or necessarily true). For example: John may be in this office. (2) Deontic modality, which involves the giving of the directives (in term of such notions as permission and obligation). For example: You must leave immediately. (3) Dynamic modality, which describes such properties as ability and volition to the subject of the sentence.<sup>5</sup> For example: I can come.

Often the same modal verb is used for more than one kind of modality, such as may and must.

- May for possibility (it may rain tomorrow)
- And may for permission (you may smoke now)
- Must for necessity (the plane must have landed by now)
- And must for obligation (I must go).

According to Betty Schramfer Azhar, the types of modal auxiliaries can be divided into two kinds. First, modal auxiliaries with different meaning such as: can, could, had better, may, might, must, ought to, shall, should, will and would. Second, modal auxiliaries with similar expression

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<sup>5</sup> <http://www.encyclopedia.com/doc/1O29-MODALVERB.html>, accessed on 22 April 2014

such as: be able to, be going to, be supposed to, have to, and have got to, used to.<sup>6</sup>

Modal and semi modals can be grouped into three major categories according to their main meaning (excluding used to, which relates to past time).

- a. Permission/ possibility/ ability: can, could, may, might
- b. Obligation/ necessity: must, should, had better, have (got) to, need to, ought to, be supposed to.
- c. Volition/ prediction: will, would, shall, be going to.<sup>7</sup>

In this case, the researcher will explain more detail about some modals. Those are can, could, must, and have to. Can and could are modal auxiliaries that used to assist verb to express ability, possibility and permission. While must and have to are modal auxiliaries that used to express obligation, necessity and the conclusion about certainty. Modal auxiliaries usually placed before the predicate of sentence in positive sentence.

Here the example of modals “can, could, must, and have to.”

- a. The example of modals “can, could, must, have to” in positive sentence as in:
  - I can swim.

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<sup>6</sup> Betty Schramfer Azhar, *Understanding and using English grammar second edition* (New Jersey: Prentice-Hall, 1989), p. 68

<sup>7</sup> Stig Johnson and Geoffy Leechand Douglas Bibes, *Longman Grammar of Spoken and Written English* (London: Edinburgh gate, 1983), p. 485

- Erna could sing a song.
- I must eat breakfast before go to school.
- I have to go to school now.

b. In negative sentence modals need word “not” between modal and verb.

The exception for “must and have to” that in negative style it becomes “needn’t not mustn’t or have not to”. The example of modals “can, could, must, have to” in negative sentence as in:

- I cannot swim.
- Erna could not sing a song.
- I needn’t eat breakfast before go to school.
- I needn’t go to school now.

c. The example of modals “can, could, must, have to” in interrogative sentence as in:

- Can I swim?
- Could she sing a song?
- Must I eat breakfast before go to school?
- Do I have to go to school now?

#### **4. Sentence pattern of modal**

Sentence is a group of some words which contain of subject and one verb. It can be adding by object or complement. A sentence sometimes expresses a complete thought.

##### **a. Positive sentence**

The pattern of modal auxiliaries in the positive sentence is:

S + modal auxiliaries + V(infinitive without to) + O/C

e.g.: Erna can write English well.

b. Negative sentence

The pattern of modal auxiliaries in the negative sentence is:

S + modal auxiliaries + not + V(infinitive without to) + O/C

e.g.: Erna cannot write English well.

c. Interrogative sentence

The pattern of modal auxiliaries in the interrogative sentence is:

Modal auxiliaries + S + V (infinitive without to) + O/C + ?

e.g.: Can Erna write English well?

## B. Modal Auxiliaries “Can, Could, Must, Have to”

### 1. The Usage of Modal “Can and Could”

Can is used informally to request permission, especially if the speaker is talking to someone he/she knows fairly well.<sup>8</sup>

**The detail functions of Can are followed:**

a. To express the ability

Example: I can speak English well

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

Example: Can you help me?

c. To express asking or giving permission

- Asking permission

Example: Can I go home now?

<sup>8</sup> Alice Oshime Anna Oaline, *Introduction to Academic Writing third edition* (New York: Pearson Education Inc, 2007), p. 11

- Giving permission

Example: You can smoke here

- d. To express possibility

Example: she can be a good doctor in the future

- e. To express offering something to someone else

Example: Can I get you some tea?

Could is also used to ask or request permission. Could is more polite or formal than can.<sup>9</sup>

**The detail functions of Could are followed:**

- a. To express the ability, subject to certain conditions which probably do not exist. In this case, could refer to the present, the past, or the future.

e.g.: I could go now, if I wanted to. (I do not wanted to)

- b. To express request permission. In this case, it is more formal and polite than can.

e.g.: Could I borrow your money?

- c. To express the ability in the past

e.g.: When I was younger, I could run fast<sup>10</sup>

- d. To express the possibility

e.g.: She could be very busy at that time

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<sup>9</sup> Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 1980), p.

<sup>10</sup> Betty Schramfer Azhar, *Understanding and using English grammar second edition* (New Jersey: Prentice-Hall, 1989), p. 169

e. To express probability. In this case, could is sometimes used in the same way as might or may. It means that often indicating something less definite.

e.g.: When I leave university I might travel around a bit, I might do an MA or I suppose I could even get a job.

f. To express offering. In this case, could means possible if someone wants an offer to sound less definite.

e.g.: I could mend your bicycle for you, if that would help.<sup>11</sup>

## 2. The Usage of Modal “Must and Have to”

Must is used to express the conclusion that something is certain or highly probable – to suggest that there are excellent arguments for believing something.<sup>12</sup> Based on British English, must has distinction with have to. Even though both of them (must and have to) can be used to express the conclusion that something is certain.

As deeply, must is used mostly to talk about the feelings and wishes of the speaker to give or ask for order.<sup>13</sup>

### **The detail functions of Must are followed:**

a. To express the obligation or necessity in starting our opinion. For example:

- Erna is very interesting person, you must meet her.
- We must go to the bank, because we do not any money.

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<sup>11</sup> Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 1980), p.

124

<sup>12</sup> Ibid, p. 349-350

<sup>13</sup> Ibid, p. 352

- We must eat before go to school.
- He must stop working so hard.
- I must be carefully not to upset him.

b. We must use “must not” or “mustn’t” to say important thing that is not done or doesn’t happen. For example:

- We must not go to the bank today, we have much money
- We must not talk about our teacher

c. We use “had to” rather than “must” when someone talks about obligation and necessity in the past. For example:

- We had to go to the bank yesterday.
- I had to catch the sixth o’clock bus last night
- I had to wear a hat an hour ago

Have to or have (got) to is used to talk about obligation that come from outside or hearer.

**The detail functions of Have to are followed:**

a. When you are giving information about someone else considers being an obligation or a necessity, you normally use “have to”. For example:

- Erna starts work at 7 o’clock. So she has to get up at 6 o’clock
- You have to pass a test before you enter that school
- Her eyes are not very good. Erna has to wear glasses
- They have to pay SPP by Tuesday
- She has to go to school now

b. We use “do”, “does”, or “did” when someone wants to make a question using “have to”. For example:

- Don’t you have to be there at seven o’clock?
- Does she have to take so long to get to school?

### **3. Meaning of Modal Auxiliaries “Can and Could”**

According Michael Swan, there are some meanings of Can and Could, namely to express ability, to show possibility, to indicate permission, to express offer and request.<sup>14</sup>

a. Ability

- Present: can, be (is/am/are) able to
- Past: could, be (was/were) able to

b. Possibility

- Present/ future: could
- Past: could

c. Permission

- Present/ future: can, could, be (is/am/are) allowed to
- Past: could, be (was/were) allowed to

d. Offering

- Present/ future: can, could

e. Request

- Present/ future: can, could
- Past: should have, ought to have

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<sup>14</sup> Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 1980), p. 122-127

#### **4. Meaning of Modal Auxiliaries “Must and Have to”**

Every modals have different meaning such as “must and have to”. It is the necessity that came from the compulsion of the speaker or the necessity that it is caused by the internal factor of the speaker. Must is also often used to indicate personal obligation, if the obligation comes from outside such as a rule or law. While “have to” is often but not always. Have to is the necessity that is caused by external circumstance of the speaker.

#### **C. The students’ problems/difficulties in applying modal auxiliaries**

One of the reasons which makes the students faced the difficulties in applying modal auxiliaries is the form of modals it selves. The students who have been told time to time again that present tense verb with third person singular’ subject requires an-s ending, over generalize this rule to modals.

For example, he cans play tennis. And the main verb (modal auxiliaries) is always the bare infinitive or infinitive without “to”. It cannot say, He can to play tennis or He could to play tennis but He can play tennis or He could play tennis. This overgeneralization result in error because in English modal auxiliaries (can, could, may, will, etc) are distinguished from other auxiliary verb (do, be, have) as well as from ordinary verbs by their lack of tense and their resultant lack of subject-verb agreement, that is modals do not inflect.

In English, modals are derived from verb that carry tense and take agreement markers during much earlier stages of the language. Thus, it is important to emphasize to learners that English no longer inflects modals for tense and number. Another formal property of modals that may cause the

students found some trouble is that modal directly precedes a verb without the intervening infinitive to that is required when two ordinary verbs follow each other in sequence.<sup>15</sup>

Modal + Verb	Verb + Verb
I can go	I want to go
*I can to go	*I want go

Many students will treat modals like ordinary verbs and produce error by using a superfluous infinitive to, such as Erna must **to** study harder.

Therefore, beside the formation of modals can make the students difficult in applying it, there is the biggest problem faced by the students in applying modals is in their meanings. Each modal can have more than one meaning in a member of an inter-related system. When a speaker chooses to use one modal, she/he is deciding not to use any of the other modals, thereby indicating the degree of emphasis.

The problem lies not in the surface positioning of modals or in their wide range of meanings, but in associating the right modal with the right meaning. The difficulties in interpreting an already complex system have often been compounded by teaching methods that present modals as a list. Students

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<sup>15</sup> Diane Larsen Freeman and Marianne Murcia, *THE GRAMMAR BOOK An ESL/EFL Teacher's Course second edition* (New York: Pearson Education Inc, 1999), p. 137

memorize the modals with their accompanying meanings, but they may have no idea of the subtle social and cultural information each choice conveys.<sup>16</sup>

Modals also can appear in the perfect aspect with a have + -en construction, but it can be a difficult area for students. The experience of students' problems with perfect modals' construction can be attributed to the fact that they often believe, the addition of the perfect construction adds "perfectiveness" to the meaning.

#### **D. The factors causing the problems in applying modal auxiliaries**

The factor comes from inside of the students, such as interest, motivation, mental health and talent. As Muhibin Syah said that the internal factor is divided into two aspects. Those are physiological aspect and psychological aspect.<sup>17</sup>

##### **1. Physiological Aspect**

This aspect is about the conditions of the students' body from every part of the body. For instance, when the students got headache, they could not study well. The condition of the body can influence the students' intensity and spirits in studying. Moreover, if their body are healthy they can study well, can receive the information about what they are learning and can get a good achievement.

##### **2. Psychological Aspect**

This factor emphasizes on the inside conditions of the students. It

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<sup>16</sup> <http://www2.gsu.edu/~wwwesl/issue1/modaldif.html>, accessed on 22 of April 2014

<sup>17</sup> Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 1999), p. 75

consists of the students' intelligence, talent, interest, motivation, mental health and special types of learner.

a. Intelligence

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

b. Talent

Talent is the basic potential or basic competence which is gotten from born. Everyone has different talent. Someone will be easy learning something that is not suitable with their talent they will get bored, do not give up, and unhappy.

c. Interest

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

d. Motivation

Motivation is an inner factor that functions are for making, basing and pointing to learn. Students' motivation can determine good or bad in their learning achievement. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is a motivation that comes from the inside of students that can force them to study. Extrinsic motivation is a motivation that comes from the outside of students and gives energy to study. It means that the extrinsic motivation is the verse of intrinsic motivation.

e. Mental health

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

f. Special types of learner

There are three types of learning style. Those are visual, motorist, and visual-motorist. If the learning process is suitable with their learning style, they will study happily.

Besides the internal factor, there is external factor that causes learning difficulties. In this case, the students did not concentrate to the material given because their friends disturbed them or there is the parent did not support them

in study. It means that the difficulties were caused by the external factors. The external factor includes social environment and non social environment.

Other problems in applying modal auxiliaries were caused by mistake and error. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. According Richards, those aspects are interference, overgeneralization, performance, markers of transitional competence, strategy of communication and assimilation, teacher-induced error.<sup>18</sup> They will explain more below.

- The interference is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.
- The overgeneralization is an error caused by extension of target language rules to areas where they do not apply.
- Performance error is unsystematic error that occurs as the result of thing such as memory lapses, fatigue, confusion, or strong emotion.
- Markers of transitional competence is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition).
- Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so.

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<sup>18</sup> Richard in Schumann and Stenson, "Error Analysis and Second Language." <http://www.encyclopedia.com/doc/erroranalyzes.html>, accessed on 22 April 2014

- The teacher-induced error is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

Those errors become a big problem for the students. Problem is something that difficult to be solved. In this case, we have to know what are the specific causes, which make the students always feel difficult on applying modal auxiliaries. Those specific causes can be described as errors of addition, omission, substitution, and ordering.

There are many classifications of errors to provide a limitation and classification of errors, the researcher uses theory of Dulay, Burt and Krashen about surface strategy taxonomy.<sup>19</sup> The classification of errors according to Dulay, Burt And Krashen is as follows:<sup>20</sup>

a. Errors of omission

The errors are characterized by the absence of the items that must not appear in a well-formed utterance.

Example: She study the English book.

“study” is error, it must be “studies”

b. Errors of addition

The errors are characterized by presence of items, which must not appear in a well-formed utterance.

Example: The writer is eagers to analyze the problem

“eagers” is error, it must be “eager”

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<sup>19</sup> Heidy Dulay, *Language Two*, p. 146

<sup>20</sup> Ibid, 150

c. Errors of misformation

The errors are characterized by the use of wrong form of the morpheme or structure.

Example: He wrotes a letter last night.

“wrotes” is error, it must be “wrote”

d. Errors of misordering

The errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance.

Example: you know who am I.

The sentence is error, it must be “you know who I am.”

Basically those definitions contain the same meaning while the difference lies only on the ways they formulate them. Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong or errors are systematic deviations from the norms of the language being learned. It seems that the phrase ‘systematic deviation’ in this definition is a key word which can be interpreted as the deviation that happen repeatedly.

Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of language but is not systematic. It means that the usage of the norms of language in a sentence is sometimes true and sometimes wrong. Mistake is an inconsistent deviation which sometimes the learner ‘gets it right’ but sometimes wrong. Mistake is made by the learner

when writing or speaking which is cursed of lack of attention, fatigue, carelessness, or other aspects of performance.

Therefore, it can be concluded that a mistake is made by the learner because she/he does not apply the rules that the learner actually knows. On the other word, a mistake is a non systematic deviation from the norms of language. The other classifies causes of error into three types. Those are carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

### **1. Carelessness**

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

### **2. First language**

Learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

### **3. Translation**

Translation is one of the causes of error. This happens because a student translates her/his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.