

## ERROR ANALYSIS IN USING AUXILIARY CAPITAL IN WRITING (CASE STUDY OF SEMESTER III ENGLISH LITERATURE STUDENTS)

**Andi Maulani Mapparessa**

*English Literature, Universitas Muslim Indonesia*  
andimaulanimapparessa7@gmail.com

**Rusdiah**

*English Literature, Universitas Muslim Indonesia*  
rusdiah.salam@gmail.com

**Andi Hudriati**

*English Literature, Universitas Muslim Indonesia*  
andi.hudriati@umi.ac.id

### Abstrak

*Penelitian ini bertujuan untuk mengetahui dan mengidentifikasi kesalahan mahasiswa dalam menggunakan Kata Kerja Bantu (Modal Auxiliary) untuk meningkatkan kemampuan Mahasiswa.. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Tujuan dari penelitian ini adalah mendeskripsikan masalah-masalah terkini yang berkaitan dengan pengajaran dan pembelajaran kata kerja bantu (Modal Auxiliary) dan masalah penggunaan Modal Auxiliary oleh Mahasiswa semester Tiga Sastra Inggris, UMI Makassar. Hasil penelitian menunjukkan pada tes menulis yang telah diberikan kepada Mahasiswa yang didasarkan pada Pernyataan Masalah "Kesalahan apa yang dilakukan Mahasiswa dalam menggunakan Modal Auxiliary?" dan "faktor apa yang menghambat mahasiswa dalam menggunakan modal auxiliary?" Ketika data telah dikodekan, dan kesalahan telah diidentifikasi, peneliti mengklasifikasikan kesalahan menjadi dua jenis, yaitu penghilangan kata (dengan frekuensi 66%), salah formasi (dengan frekuensi 34%), dan faktor penghambat yaitu Mahasiswa berpikir bahwa Modal Auxiliary itu sulit dan Mahasiswa berpikir bahwa modal Auxiliary membingungkan. Dapat disimpulkan bahwa terdapat kesalahan yang dilakukan menggunakan sistem tertentu, seperti salah lidah, salah dalam menghafal, dan faktor fisik lainnya serta kesalahan yang dilakukan Mahasiswa berdasarkan alasan salah paham, karena siswa tidak mengetahui, atau tidak memahami struktur bahasa.*

**Kata kunci:** *Modal Auxiliary, Kesalahan, Struktur Bahasa.*

### Abstract

*This study aims to determine and identify the understanding of students in Modal Auxiliary to improve students' abilities. This research was conducted using qualitative methods. The purpose of this study is to describe the current problems related to teaching and learning of Modal Auxiliary (Auxiliary Capital) and the problem of using Auxiliary Modal by the Third semester students of English Literature, UMI Makassar. The results showed that the writing test that had been given to students was based on the problem "What mistakes did students make in using Auxiliary Modal?" and "what factors hinder students from using auxiliary capital?" When the data has been coded, and errors have been identified, the researcher classifies errors into two types,*

*namely word crime (with a frequency of 66%), misformation (with a frequency of 34%), and the inhibiting factor, namely Students Thinking that Auxiliary Capital is difficult and Students think that Auxiliary capital is astounding. It can be said that there are errors made using certain systems, such as wrong tongue, wrong memorization, and other physical factors as well as errors made by students based on misunderstanding reasons, because students do not know, or do not understand the structure of the language.*

**Keywords:***Auxiliary Modal, Error, Language Structure.*

## **INTRODUCTION**

Language is a communication tool used to socialize in everyday life. According to Hudriati, A., Rusdiah., Sulastrri. (2021) language is an instinctive method of humans and non-humans for communicating ideas, emotions, and desires through a system of voluntarily produced symbols." We know that there are many languages in the world, one of which is English. English is currently spoken all over the world and is one of the most important languages in the world. In the industrial era especially 4.0, English has become a common language used to communicate with other people, and English is also used for commerce. Therefore, there are many reasons that support the importance of learning English as a preparation for facing the world. English like other languages, has many problems for foreign students especially for Indonesian students because the Indonesian government has decided that English must be taught officially in schools, and also has its own grammatical structure. English consists of several grammar rules and grammar is the study of how to put words of a certain form into correct words, sentences, and grammar is the set of rules that govern sentences, phrases, and compound words of natural languages (Syamsu, A., 2021). Grammar is one of the most important parts of a language, especially when it comes to writing. If you want to write well, you have to be familiar with the rules of grammar. According to Cook and Sutter in Hasyim, I., Syarifuddin, S., (2021), grammar is a set of rules that speak and write. This means that grammar contains the rules that make words and their components combine to make both sentences spoken or written.

Therefore, Indonesian students still face obstacles in learning English (Muhajir, Sulaiman, R., Ismail, U., 2018). Especially for the English test, one of the tests is the correct use of grammatical structures, especially auxiliary verbs. For example, many students do not understand the rules for using the auxiliary modals can, will, must, have to, should, may, may, could, shall, would, ought to, or dare, because the use of auxiliary modals is different. According to Sulaiman, R., Muhajir, (2019) capital is considered as a complex unit and it may not be easy to overcome this complexity into something meaningful for students. Therefore, students need to pay more attention to the rules of English grammar structure, especially in the use of Auxiliary Verbs. According to Hanafi, Y., Hadijah (2021) that verbs always form an important part of the grammar and semantics of most languages, including English because they not only help in prescriptive grammatical meanings but they also contribute to semantic communication.

Therefore, English is a foreign language subject that is taught from elementary school to university level. However, in reality, many students find it difficult to learn. The difference in rules between English and Indonesian is one of the obstacles for Indonesian students. The problem is that students do not understand the differences in language rules and students as foreign language learners end up applying Indonesian rules to English (Syamsu, A., Yunus, M., Sulaiman, R., 2019). Result, their mistakes are unavoidable in their English sentences.

## METHOD

This research was conducted using qualitative methods. The purpose of this study is to describe current problems related to the teaching and learning of modal auxiliary verbs and the problem of the use of auxiliary modals by third semester students of English Literature, UMI Makassar. According to Saryono (2010), qualitative research is research that is used to find, describe, and explain the quality or influence of social influences that cannot be explained, measured, or described through a quantitative approach. The sample in this study were students in semester III of English Literature at UMI Makassar for the 2021/2022 academic year consisting of 15 students. These students study Error Analysis of Auxiliary Modal Use in Text. the researcher collects data based on the test results answered by the students and the researcher observes how to answer the questions.

## RESULTS

This study aims to determine student writing using the modal auxiliary verb. The data analysis steps are:

1. In analyzing students' written work, the researcher begins by reading the entire sentence. This helps researchers to find some mistakes that will be made by focusing on their grammatical errors in using the auxiliary modals can, will, must, must, and must from the student's answer sheet.
2. The researcher makes a list of errors to identify the types of mistakes made by students in writing aids.
3. The researcher classifies the mistakes made by students using Dulay's theory (1982) to determine the types of errors. Below are the criteria according to Dulay 1982:

<b>Kinds of Error</b>	<b>Explanation</b>
Omissions	An omission is a misrepresentation of the image an item that must appear in perfect form.
Misformation	Missinformation an error marked with use or selection of morpheme or structure.

This study counts the errors made by students in writing. In this step, the researcher calculates the frequency of errors and tabulates the errors in percentage form. The researcher counted the mistakes made by the students in writing, the next step was to analyze the data using the closed method. This data analysis answers the second research question.

## DISCUSSION

This study aims to classify the types of mistakes made by third semester students of the Faculty of Letters at the Muslim University of Indonesia in using auxiliary modals in writing and to find out the inhibiting factors for third semester students of the Faculty of English Letters at Muslim University in using modal auxiliary verbs in writing. Types of mistakes made by students in using Modal Auxiliaries. Omission of words (with a frequency of 66%), missformation (with a frequency of 34%). Most students make omission errors with a frequency of 66%. The frequency is very high because students do not know the situation and meaning in the sentence. Lecturers

should pay more attention to this type of error. This means that the omission errors made by students are caused by the learning context. The second error is a formation error with an error frequency of 34%. The frequency of errors is high because almost all students make mistakes of this type. This means that the formation errors made by students are caused by the learning context.

Student	Error Classification	
	Missing Error	Formation Error
Student 1	3	3
Student 2	5	2
Student 3	3	2
Student 4	3	2
Student 5	3	2
Student 6	2	2
Student 7	3	2
Student 8	3	1
Student 9	1	2
Student 10	4	1
Student 11	4	2
Student 12	5	1
Student 13	3	1
Student 14	5	2
Student 15	3	1
Total	50	26
<b>Total error</b>	<b>76</b>	

Based on the table above, the researcher found errors made by students are total manufacturing errors are 50 errors with a percentage of 66%, and total formation errors as many as 26 errors with a percentage of 34%. Factors that hinder students from using modal auxiliary verbs.

What do you think about learning English, especially learning about modal auxiliary?

Response	Frequency	Percentage
Difficult	13	87%
Easy	2	13%
Rather Easy	-	-
Very easy	-	-
<b>Total</b>	<b>15</b>	<b>100%</b>

Based on the data above, 13 students (87%) find it difficult to think about learning English, especially learning about auxiliary modals. It can be concluded that it is difficult for students to learn English. It is based on the third Semester.

Students think that auxiliary capital is confusing

Response	Frequency	Percentage
Difficult	13	87%
Easy	2	13%
Rather Easy	-	-
Very easy	-	-
<b>Total</b>	<b>15</b>	<b>100%</b>

Based on the above data, the frequency of students' thinking about learning English, especially their opinion when they learn about additional capital, is confusing 13 students (87%), 2 students (13%) don't like it. It can be concluded that students are confused in learning auxiliary capital. This is based on the third semester of English Literature, Faculty of Letters, Indonesian Muslim University.

## CONCLUSION

The results showed that third semester students of English Literature at UMI Makassar made two kinds of mistakes in constructing sentences. Students still have difficulty in using modal auxiliary verbs "can, will, must, have to, and should" which consist of omissions of around 66% errors, misformations of 34%. Types of errors found in student writing are: omissions, and misformations. Based on a high percentage of errors, it means that students' mastery of using the auxiliary verbs "can, will, must, have to and should" is low, and they have a lot of difficulties in mastering them. It can be concluded that students make mistakes because of the context of learning - in the context of a teacher's class or textbook can cause students to make wrong hypotheses about language. Students often make mistakes because the lecturer's explanation is lacking, the presentation of structures or words that are not quite right in the textbook. As for the inhibiting factors, almost all students think that auxiliary verbs are difficult and boring to learn.

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