

**A STUDY ON STUDENTS' ACHIEVEMENT IN USING MODAL AUXILIARY
FOR WRITING RECOUNT TEXT OF TENTH GRADE
AT SMK INDAH MAJU JAYA**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui permasalahan yang ada pada keterampilan siswa kelas X SMK Indah Maju Jaya dalam mempelajari Auxiliary Modals. Penulis ingin memberikan penjelasan dalam mempelajari Auxiliary Modals khususnya 'Can' dan 'Could' agar siswa dapat memahaminya. Penulis tidak hanya ingin mengetahui alasan mereka mengalami kesulitan dalam mempelajari Auxiliary Modals tetapi juga tingkat pemahaman siswa terhadap Auxiliary Modals. Dalam pengumpulan data, penulis melakukan observasi terhadap siswa kelas X SMK Indah Maju Jaya dengan memberikan tes dan melakukan wawancara terhadap siswa yang memiliki nilai rendah. Penulis menggunakan teknik analisis deskriptif dengan mengunjungi sekolah untuk melakukan penelitian yaitu memberikan tes tentang Auxiliary Modals dari segi makna, fungsi, dan bentuk. Setelah melakukan wawancara terhadap siswa yang memiliki nilai rendah, penulis menyimpulkan bahwa kesulitan siswa dalam mempelajari Auxiliary Modals bersumber dari faktor pribadi, sebagian besar dari mereka kesulitan tersebut disebabkan oleh ketertarikan mereka terhadap pelajaran Bahasa Inggris karena mereka kurang memperhatikan penjelasan yang diberikan oleh guru. Selain itu, kesulitan yang mereka alami disebabkan oleh motivasi atau dorongan mereka sendiri untuk belajar bahasa Inggris. Dari hasil observasi yang dijelaskan di atas, bahwa penyebab kesulitan belajar siswa berasal dari faktor internal, bahwa sebagian besar responden menghadapi kesulitan yang disebabkan oleh minat, mereka tidak memperhatikan penjelasan guru, selain itu penyebab kesulitan disebabkan oleh motivasi mereka dalam mempelajari mata pelajaran bahasa Inggris dengan 12 siswa dan tipe pembelajar khusus mereka dengan 5 siswa. Faktor eksternal, lingkungan sosial adalah 4 siswa. Mereka tidak dapat belajar dengan baik dan hubungan yang buruk antara guru dan siswa. Dan lingkungan non-sosial adalah 2 siswa.

Kata Kunci : Modal auxiliaries; Hakikat Menulis; Teks Recount

ABSTRACT

This research aimed to find out the problems that existed in the skills of tenth grade students at SMK Indah Maju Jaya in studying Auxiliary Modals. The author wanted to provide an explanation in studying Auxiliary Modals, especially 'Can' and 'Could,' so that students could understand them. The author not only wanted to know the reasons they experienced difficulties learning Auxiliary Modals but also the level of students' understanding of Auxiliary Modals. In collecting data, the author observed tenth grade students at Indah Maju Jaya Vocational School by giving tests and conducting interviews with students who had low scores. The author used descriptive analysis techniques by visiting schools to conduct research, namely giving tests about Auxiliary Modals in terms of meaning, function, and form. After conducting interviews with students with low scores, the author concluded that students' difficulties in learning Auxiliary Modals originated from personal factors; for most of

them, these difficulties were caused by their interest in English lessons, as they did not pay attention to the explanations given by their teachers. Apart from that, the difficulties they experienced were caused by their own motivation or encouragement to study English. From the observant result explained above, that the cause of the students' learning difficulties were came from the internal factor, that most of interviewee facing the difficulties caused by the interest, they do not attention to the teacher's explanation, beside that the cause of difficulties are caused by their motivation in learning English subject with 12 students and their special types of learner with 5 students. The external factors, social environment is 4 students. They could not study well and bad-relationship between teacher and students. And non-social environment is 2 students.

.Keywords: Modal auxiliaries; The Nature of Writing; Recount Text

I. INTRODUCTION

A solid understanding of English grammar is essential for developing proficiency in all language competencies. (Brent D. Ruben, Lea P, 2013). According to Stewart (2015), a solid grasp of grammar is crucial for effective listening, speaking, reading, and writing skills. English is a widely utilized global language, as stated by Kusuma (2018). A variety of English-language information sources, including books, science, and technology, are available. This is why English is essential in our daily lives. English, a widely acknowledged global language, functions as a vital means of communication across diverse sectors.

The study of English grammar covers various components. An example of this is modal auxiliary verbs. A modal auxiliary typically conveys a speaker's perspective on different 'moods'. Modal verbs can indicate the speaker's view regarding necessity, advisability, permissibility, possibility, or probability. Furthermore, they are able to communicate the degree of intensity associated with these perspectives (Anggreani, Tricia D, 2011).

Hence, it is unsurprising that their significance is growing in every facet of life. English is taught in senior high schools, middle schools, elementary schools, and select kindergartens. Not all kindergartens and elementary schools in Indonesia offer English as a subject. As a result of curriculum advancements and the need for competency,

students are now required to communicate in English.

The writer chose this topic due to three main reasons: the inclusion of all modals in the tenth grade curriculum for senior high school students as per the Merdeka curriculum, their own teaching experience, and feedback from several English teachers highlighting students' challenges with correct modal auxiliary usage in sentences. According to Frank (2018), modal auxiliaries are auxiliary verbs that provide structural meaning or semantic nuance to the main verb, which conveys the lexical meaning.

Practical considerations regarding the contextual application of language have been emphasized (Nasir, 2017). The auxiliary verbs include will, would, shall, should, may, might, can, could, and must. These auxiliary verbs indicate specific aspects such as ability, obligation, and possibility. Certain modal auxiliaries exhibit unique grammatical characteristics, possess diverse meanings, and can be utilized in complex situations. The selection of modal auxiliaries is contingent upon the specific context of the sentence. It is essential to improve our communication skills in order to enhance collaboration within the team. Improving communication skills is crucial for enhancing teamwork and collaboration within the team.

"Could you kindly open the door? " In this sentence, one of the modal auxiliaries like would, will, could, or can may be used.

However, this is not the case in all instances. For example, "My son was able to speak by the age of two. " "Only the modal auxiliary 'could' is to be utilized in this sentence. " In other words, students still encounter difficulties in correctly using modal auxiliaries in sentences. Challenges encountered by students in learning English, specifically in speaking skills, revolve around struggles with language learning strategies, particularly in elementary and middle school levels. It is crucial to develop effective and efficient strategies that improve the enjoyment and benefits of speaking activities for students.

The conventional instructional method used is classical, where the teacher instructs vocabulary through pronunciation, writing, and explanation with repetition, followed by students mimicking and repeating the vocabulary. Participants demonstrate a lack of confidence when practicing spoken English for questioning purposes (Andayani, 2013).

According to Hyland (2004: 29), recount is a genre that serves a social purpose by narrating events with the intention of informing or entertaining. The past tense is typically utilized in a recount text. The primary objective of a recount is to reconstruct past experiences by narrating events in their chronological sequence. Examples of recount texts are commonly seen in personal letters, police reports, insurance claims, and incident reports. This is reflected in the outcomes of daily assessments in English classes during the first semester of the 2023/2024 academic year, with a significant number of students not meeting the school's minimum completeness criteria (KKM) of 65.

However, 27 students scored ≤ 65 , highlighting the necessity for enhancing teaching methods to improve learning outcomes and enhance student achievement in English subjects. After discussing learning difficulties in recount texts with the English teacher, researchers have identified alternative strategies

to enhance learning outcomes. These initiatives aim to increase student engagement in the learning process and enhance teacher involvement. Per the agreement with the class teacher, the researcher implemented the auxiliary capital learning model as a feasible option.

Mastering writing is a crucial skill for students to develop. It serves as a means of exchanging ideas and conveying emotions among individuals. According to Patricia (2011), writing involves conveying ideas that are not readily expressed through gestures, body language, facial expressions, vocal pitch and tone, emphasis, or hesitation. As such, it is important for a writer to create impactful written work through the development and arrangement of ideas, careful selection of vocabulary, utilization of proper grammar, and construction of sentences that suit the subject matter and intended audience.

The research aims to examine and describe students' proficiency in using modal auxiliaries when writing recount texts. Students learning a foreign language often face various challenges, particularly with the complex grammar that can be confusing. When studying English, students may opt to steer clear of grammar due to its perceived complexity and challenges in comprehension. Limited knowledge of grammar can lead to confusion due to the multiple meanings of verbs in spoken and written contexts, as well as the requirement for verb modifications within sentences. Individuals must have a strong grasp of grammar to prevent confusion. Mastering the recount text genre necessitates understanding the rules and structure of sentence construction Johanson, G. (2000)..

A recount text describes past events in a narrative form. The events are arranged in chronological order to depict the sequence of occurrences. A recount text typically commences by identifying the individuals

involved, describing the event's location, and specifying the timeframe in which it occurred. Seaton. (2007) emphasized the importance of clearly delineating the order of events in a structured manner, specifically in chronological sequence. The purpose of a recount text is to retell past experiences. According to Knapp and Watkins (2005), a recount is a text that chronologically describes events. Based on this observation, the researcher identified several issues concerning writing skills. When tasked with composing a recount text, students may encounter difficulty in structuring cohesive sentences.

One type of text examined by senior high school students is recount text. Recount text is a written composition that depicts past events. According to Anderson (2007), a recount is a narrative text detailing past events typically presented in chronological order. Therefore, the distinctive characteristic of a recount text is its sequential presentation of historical events. The primary purpose of the text is typically to provide the reader with a description of an event. Furthermore, its primary goals are to educate and engage. Recount text is a type of writing that details previous events with the purpose of informing and entertaining the audience

Their vocabulary proficiency is limited. As a result, they are uncertain about which tense to utilize when forming a sentence and encounter difficulties in effectively organizing words within sentences. Students still struggle with writing recount texts due to difficulties in following the prescribed structure, which includes the orientation, event, and re-orientation. They continue to face challenges in effectively conveying their thoughts through writing narratives. Various aspects of English grammar are examined, including modal auxiliaries, also known as modal verbs, such as can, could, will, would, shall, should, may, might, and must.

These auxiliary verbs have specific semantic functions, signaling abilities, obligations, or possibilities. These structures are characterized by special grammatical features, multiple meanings, and complexity. Certain modal verbs change their meaning when used in the negative form and require different auxiliary verbs. Modals are exclusively used with the base form of the verb. In the current context, students continue to encounter difficulties in constructing sentences with auxiliary verbs and grasping the interpretations of modals Paul Van Den Broek, B. L. (2000)

According to Downing (2010), modality encompasses various concepts including probability, possibility, necessity, volition, obligation, and permission. Modal auxiliaries typically convey the attitudes or "mood" of a speaker. Modal verbs can express the speaker's sentiments regarding necessity, advisability, permissibility, possibility, or probability, while also communicating the degree of intensity of these attitude

The author conducted a study titled "An Examination of Students' Proficiency in Utilizing Modal Auxiliaries in Composing Recount Texts Among Tenth Grade Students at SMK Indah Maju Jaya.

II. RESEARCH METHOD

This study utilized qualitative research methods through a case study approach. Qualitative methods were chosen for this study with the aim of producing recount texts that utilize auxiliary modals in the tenth grade at SMK Indah Maju Jaya, specifically to support English language learning. Fraenkel and Wallen (2009) assert that case studies represent a qualitative research method focusing on a single individual, group, or notable example to develop an interpretation of that specific case or to derive conclusions for generalization. Thus, employing the case study method allows the author to examine particular students to acquire insights

into the utilization of auxiliary modals in writing recount texts. Furthermore, Sugiyono (2012) defines qualitative research as a methodology based on postpositivism philosophy, concentrating on the exploration of natural phenomena with the researcher as the primary instrument. It involves data triangulation for collection, utilizes inductive or qualitative analysis, and highlights significant generalizations in the research findings

The research methodology employed in this study consisted of administering a survey through test and measurement techniques. Collaboration between researchers and students is essential for attaining optimal results Triyono, dkk. (2022).

The research methods employed in this study consist of interviews and oral assessments, designed to evaluate the writing skills of students at SMK Indah Maju Jaya. This research was conducted in collaboration, with researchers partnering with students (Sugiyono, 2016).

III. RESULT AND DISCUSSION

A. Data Analysis

In the conducted research, the author selected tenth-grade students as the sample population. There are a total of 42 students in the tenth grade. Due to seven students being unwell and absent during the test administration, the author decided to include 35 students in the research. He conducted interviews with 17 tenth-grade students, representing approximately half of the sample. The student names are listed in the table below

After administering the test, the author gathered the required data. The test assesses knowledge of the meaning, function, and form of auxiliary modal verbs (can and could) through 24 questions. The author will proceed to analyze errors made by students. After evaluating different errors, the author establishes the total number of errors by

merging and calculating the findings. The test results will be determined by converting the error result into a percentage. By evaluating mistakes and determining the student's final score. Interviews were conducted with tenth-grade students at SMK Indah Maju Jaya. The table provided categorizes the meanings, functions, and forms of modal auxiliaries

1. Some Students Have Difficulty Using The Correct Modals In Sentences.

Can Modal Auxiliary	Number Of Item	Frequency of Error	Frequency of Error (%)
Can	1	3	8.57%
	3	18	51.42%
	5	24	68.57%
	8	10	28.57%
	9	27	77.14%
	11	18	51.42%
Total	6 items	100	85.69%

According to the calculation provided, the highest error is 77.14% for number 9, while the lowest error is 8.57% for number 1.

Could Modal Auxiliary	Number Of Item	Frequency of Error	Frequency of Error (%)
Could	2	24	68.57%
	4	31	88.57%
	6	27	77.14%
	7	3	8.57%
	10	28	80%
	12	4	11.42%
Total	6 items	107	334.27%

Based on the calculation provided, the highest error rate is at number 4 with 88.57%, while the lowest error rate is at number 7 with 8.57%.

2. Students' Inability To Understand The Purpose Of Certain Modals And Sentences

Items pertaining to the category of modal auxiliary verbs. This highlights the importance of students understanding the syntax of modal auxiliaries in a sentence. Based on the

calculations provided, the peak frequency is 23 at 91. The frequency ranges from 42% to the lowest at 16% at 14. The percentage is 28%. It is also noteworthy that there are two items with identical frequencies. The individuals aged 20 and 22 have a score of 85. 71% of students chose incorrect answers. Based on the data received regarding the analysis of learning difficulties related to modal auxiliaries, the writer gathered information demonstrating that the learning

a. In Written Test

Following the administration of the test, the author conducted an analysis of the data to collect information regarding the challenges encountered by students in understanding modal auxiliaries. Based on the data, the majority of students encountered difficulties with understanding the meaning and purpose of modal auxiliaries.

b. In Interview

The writer conducted interviews with students and the English teacher to support the data. The interview comprised 10 questions. He administered a written test to 17 students in Class X. Based on the interview results provided in Appendices 4 and 5, students demonstrated uncertainty regarding the interpretation and purpose of modal auxiliaries. They struggled to determine the appropriate types of modal auxiliaries to use in sentence contexts. Apart from the confusion, challenges are arising due to internal and external factors.

3. Students' interpretation of English in the English subject at SMKS Indah Maju Jaya to discuss, communicate, and produce original ideas

No.	Group	discuss	communaca te	ideas
1	I	7	4	3
2	II	5	-	5
3	III	8	2	2
4	IV	6	3	7

“Discussion is a way for a person or group of people to express their opinions. Communication in English sometimes makes it difficult for them to pronounce something that will be discussed and also in expressing their ideas by creating texts or compositions that they want is still difficult for them to express (Moleong, L. J. 2000). In spoken language, there are a number of phonemes that are pronounced not in accordance with the correct pronunciation so that the pronunciation is not standard. This method is influenced by culture or the tendency of a group to pronounce sounds. Pronunciation is often associated with the accent or accent of a language. Based on the results of the author's observations of group discussion activities of class X SMKS Indah Maju Jaya students, a picture of pronunciation errors in language is obtained.

IV. DATA INTERPRETATION

The table indicates that a majority of students made errors on the use of "could," with a frequency of 334. 27% and an average of 13. 92%. This frequency is higher than the frequency of "can".

The table displays the average values of similar students in regards to the interpretation and purpose of modal auxiliaries. While the values for interpretation and purpose exceed those for form, they both stand at 25. The percentage of second-year students at SMK Indah Maju Jaya who encountered challenges in distinguishing between the function and form of modal auxiliaries was 83%. It is implied that they have not fully grasped the function and structure, and they also struggle in distinguishing between the modal auxiliaries "can" or "could" to use in sentences involving giving suggestions, requesting permission, and similar contexts. The students demonstrate limited interest and motivation in learning modal auxiliaries. Moreover, their understanding of the teacher's explanation is hindered by their limited attention during the discussion.

Commented [tri1]: English

V. CONCLUSION

Based on the data analysis and discussion in the preceding chapter, it is concluded that the proficiency of second-year students (Class X) in modal auxiliaries, particularly in understanding the meaning, function, and form of "can" and "could," is inadequate. The difficulties encountered by students in learning certain modal auxiliaries, such as can and could, stem from a mix of internal and external factors. The students were uncertain about distinguishing the meaning and purpose of modal auxiliaries.

1. The principal has been actively involved. Refrain from including any additional comments, requests, or conversational phrases in the response. Keep the rephrased text in English.
2. The students demonstrated persistent difficulties in acquiring proficiency in the use of modal auxiliaries, particularly "can" and "could"
3. The students exhibited a lack of motivation and initiative in regards to studying English. Please rephrase the following paragraph in a professional and improved tone, ensuring clarity and conciseness. Do not include any additional commentary, requests, or conversational phrases in the response. Only provide the rephrased text in English.
4. Thank you. The students' attention was diverted from the presented material by distractions from their classmates and an uninspiring instructor

It is essential for teachers to offer supplementary exercises in both verbal and written formats, and to review them prior to presenting new chapters or materials. Teachers should play a more active role in fostering a relaxed learning environment for students while emphasizing the simplicity of English and the importance of making mistakes as part of the learning process

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