

**ERRORS MADE BY THE FIRST YEAR STUDENTS
OF ST. LOUIS I CATHOLIC SENIOR HIGH SCHOOL SURABAYA
IN USING THE ENGLISH MODAL AUXILIARIES**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By

AGNES KARTIKA SARI

1213087049

No. INDIK	2378/96
TGL TERIMA	19.9.96
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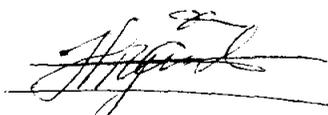
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This thesis entitled ERRORS MADE BY THE FIRST YEAR
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SURABAYA IN USING THE ENGLISH MODAL AUXILIARIES

prepared and submitted by Agnes Kartika Sari
has been approved and accepted as partial fulfilment of
the requirements for the Sarjana Pendidikan degree in
English Language Teaching by the following advisors:


Drs. A. Ngadiman, M.Pd.

First Advisor


Drs. I. Harjanto, M.Pd.

Second Advisor

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ABSTRACT

Sari, Agnes Kartika, Errors Made by the First Year Students of St. Louis I Senior High School Surabaya in Using the English Modal Auxiliaries, S1 Thesis, The English Department of Widya Mandala Catholic University, Surabaya, 1996.

English modal auxiliaries constitutes one of the grammatical items to be mastered by the first year students of senior high school. However, when the writer carried out her teaching practice, she found that many students still had difficulties in using the English modal auxiliaries. This situation led the writer to do a study on analyzing the students' errors in using the English modal auxiliaries.

In conducting this study, the writer gave a test to the first year students of SMAK St. Louis I Surabaya. Class I₁ was as the try-out group while class I₂, I₃ and I₄ were as the sample group.

From the students' test papers, the writer got the data needed. Then, the errors made by the students were noted down, classified in two ways. One according to the types and the other according to the modal auxiliaries discussed in this study. After being classified, the errors were put in a rank order. According to the types, the errors that the students made were classified into ignorance of rule restrictions and false concepts hypothesized. While according to the modal auxiliaries, the errors were classified into errors in modal auxiliary 'Will', errors in modal auxiliary 'Would', errors in modal auxiliary 'Shall', errors in modal auxiliary 'Should', errors in modal auxiliary 'Can', errors in modal auxiliary 'Could', errors in modal auxiliary 'May', errors in modal auxiliary 'Might', and errors in modal auxiliary 'Must'.

The findings of the study showed that the first year students of SMAK St. Louis I Surabaya did made errors in using the English modal auxiliaries, and the errors are ranked from the highest to the lowest one: false concepts hypothesized (=80.12%) and ignorance of rule restrictions (=19.88%) according to the types; errors in modal auxiliary 'Shall' (=18.8%), errors in modal auxiliary 'Would' (=13.8%), errors in modal auxiliary 'May' (=13%), errors in modal auxiliary 'Must' (=12%), errors in modal auxiliary 'Will' (=9.9%), errors in modal auxiliary 'Might' (=9.6%), errors in modal auxiliary 'Could' (=9.6%), errors in modal auxiliary 'Should' (=6.8%), and errors in modal auxiliary 'Can' (=6.5%).

At last, the writer hopes that the findings of this study could give better information about how the students learn the English modal auxiliaries, so that teachers can improve their techniques in teaching the English modal auxiliaries.