

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a system of communication, a medium for thought, a social institution, a matter for political controversy O'Grady (1997:1). From the statements above, it is clear that language has an important role in human life by communicating with others.

There are many languages in the world, but from many kinds of languages, English has an important in the world as international language including Indonesia. English becomes one of the learning subjects in the universities and institutes in Indonesia. It automatically has a primary status all the other foreign languages in Indonesian formal education.

English is a foreign language in our country. The student of high school has to learn English from first year of Junior High School to the last year of Senior High School. Even though, they have been learning English for such a long time, they do not master it well and they still make some errors in learning English as they were in the High School. The errors may come from the learning difficulties of the students and the techniques. One factor difficulties in learning English is that because every language has its own structure or system of rules. The differences between Indonesian and English may cause difficulties in the structure, vocabulary, sound system, etc. These differences cause difficulties in using English. According to Cook and Sutter in their book entitled "The Scope of Grammar" grammar is a set of rules by which people speak and write. These rules are not always used consciously because the rules we refer to are those hardly anyone ever thinks about when using language.

It's very clear that grammar is important but the students are not supposed to master only grammar. They must be able to use grammar correctly in spoken or written communication.

Modal auxiliary is apart of grammar that becomes topic of this research. Paying attention to that explanation above, the writer take the research which entitled:

ITEM ANALYSIS OF TEACHER'S MID-TETS OF MODAL AUXILIARY  
IN SMA MUHAMMADIYAH SOKARAJA

## **1.2 Reasons for Choosing the Topic**

The title of this research” ITEM ANALYSIS OF TEACHER’S MID-TETS OF MODAL AUXILIARY IN SMA MUHAMMADIYAH SOKARAJA”. The reasons for choosing this topic are as follows:

- 1.2.1 Every language has its own structure, this English structure is different from Indonesian structure, so to mastering English language we should study its structure.
- 1.2.2 Indonesian students have problem in using modal auxiliary and it is necessary to help them by explain of grammar.

## **1.3 Statements of the Problem**

Based on the explanation in the background of the study, the researcher has big question, that is, What is the level of difficulties found in each item of the test?

## **1.4 Aims of the Study**

Relating to the problem above, the objectives of this study is to describe the level of difficulties in each item of the test.

## 1.5 Contributions of the Research

The writer hopes that result of the research is useful for the teaching and learning modal auxiliaries. The contributions are:

This thesis will give useful information for the English teacher to increase their performance and the teacher can anticipate the problems before they teach about modal auxiliaries.

## 1.6 Clarification of the Special Terms

The title of this research” ITEM ANALYSIS OF TEACHER’S MID-TEST OF MODAL AUXILIARY IN SMA MUHAMMADIYAH SOKARAJA. ”

The writer clarifies the terms as follow:

### 1.6.1 Analysis

According to Beaney (2012) “ Analysis is process of breaking a complex topic or substance into smaller part to gain a better.”

### 1.6.2 Teacher

According to Greenberg (1987) “Teacher is a person who provides education for pupils (children) and students (adults).”

### 1.6.3 Testing

According to Lynne (2001) “ Testing is particular form of assessment, that is concerned with measuring learning through performance.”

### 1.6.4 Modal auxiliary is verb that is used another verb (not a modal) to express possibility, permission, obligation, etc Hornby (1995:1515). So it means that using modal auxiliary is the action of using modal auxiliary.

Based on descriptions above,we can get the point of ANALYSIS OF TEACHER’S MID-TEST OF MODAL AUXILIARY is process of steps to measure the respondents knowledge of modal auxiliary.