

**THE USE OF MODAL VERBS BY EFL UNIVERSITY STUDENTS IN
CLASSROOM ACTIVITIES: A CASE STUDY AT UINSU**

A SKRIPSI

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PERNYATAAN KEASLIAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"The Use of Modal Verbs by EFL University Students in Classroom Activities: A Case Study at UINSU"** adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini perundang-undangan yang berlaku apabila suatu hari nanti ada pihak yang lain keberatan terhadap keaslian skripsi ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penciptaan atau pengutipan yang melanggar etika keilmuan.

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ABSTRACT

This study, titled "The Use of Modal Verbs by EFL University Students in Classroom Activities: A Case Study at UINSU," investigates the phenomenon of modal and modality usage in EFL classroom, focusing on how students employ these linguistic features in communication across three activities: presentations, group work, and pair work. It builds on previous research that highlights students' difficulties in using modal verbs properly, resulting in a narrow variation in modality expression. The study addresses three key questions: (1) which modals and modalities are most commonly used, (2) which modal verbs students prefer, and (3) the types of modalities they rely on. Using a descriptive qualitative approach, data were collected through interviews, recordings, and observations. The analysis, which involved data condensation, display, and conclusion drawing, shows that students frequently use the modal verb "can," with a strong preference for epistemic modality. The results suggest that this preference is shaped by students' communicative needs and classroom context, leading to a dominant use of epistemic and dynamic modalities, while deontic modality is rarely used. In summary, the study finds that (1) "can" and epistemic and dynamic modalities are the most commonly used, reflecting students' grasp of modal verbs; (2) students' use of modals is influenced by more than just grammatical accuracy—it is also shaped by social norms, habits, and external factors; and (3) epistemic and dynamic modalities are widely used, whereas deontic modality appears to be less common.

Keywords: *Modal and Modality, EFL Learners, Classroom Activities*

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