

CHAPTER 1

INTRODUCTION

A. Background of The Study

Language is an arbitrary system of speech sound which is used or can be used in interpersonal communication by an aggregation of human beings which rather exhaustively catalogs things, process and event in the human environment.¹ From the definition above, it is identified that language comprises process. It means that there must be a process in acquiring a new language. In addition, the process will take a long period. The learners will look toward such many new things as writing system, spelling, vocabularies and even grammar. Moreover, they will also meet new habits will definitely be different from their own language.

English is the most important language in the world. It is one of the international languages. In Indonesia, English is one of compulsory subject that is taught at Junior High School, Senior High School, and nowadays at Elementary School.

In learning English, it should encompass the four language skills: speaking, listening, reading and writing. In addition, there are components of language such as structure, grammar, vocabulary and pronunciation also support the language skill.

Grammar is partly the study of what forms (or structures) are possible in language². It is important for students to master, because it becomes the basic of how students can speak and write English well. Students understand the ways to construct good English sentences based on the English rules.

The researcher's consideration in carrying out this research is based on the view that grammar is an essential component of language, so

¹Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press 2002) Page. 10.

² Scott Thornbury, *How to Teach Grammar* (English : Bluestone Press, 1999), p.1

it is important to find and apply a method to teach it effectively. As stated in verse 24 of Surah Abraham that learning grammar is very important aspect to language acquisition.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

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“Do you not see how Allah sets forth a parable that the good word is like a good tree whose root is firm and its branches are in the sky?” (QS. Abraham: 24).³

Actually, this verse can be put in language teaching context which states that learning grammar is important. “A good word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, like a good tree whose root is firm and its branches are in the sky. It means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically.

As we know that grammar is difficult to understand. Students usually get bored in this lesson. It occurs because the way of teaching English is not effective and not interesting, so to make the class fascinating, the teacher should create well developed techniques in the classroom that is by using songs as an alternative technique. It can motivate students and improve their achievement in learning grammar especially modal auxiliary.

English song is chosen here because many of the students listen to it. While the students are listening English songs, they are also learning the pronunciation, vocabulary, and grammatical system from the songs.

The teacher should give students new media in order to make the

³ Mahmud Y. Zayid, *The Quran, An English Translation of the Meaning of the Quran*, (Lebanon: Dar Al- Choura, 1995), p.183.

materials enjoyable, easy and memorable especially modal auxiliary. In this case, the researcher wants to show how is the implementation of English songs in improving student's achievement in learning modal auxiliary and how is the improvement of students' achievement in learning modal auxiliary after being taught using English songs. The researcher will introduce the media to the students of MTs Fatahillah Karangawen Demak by conducting a research in title "USING ENGLISH SONGS TO IMPROVE STUDENTS' ACHIEVEMENT IN LEARNING MODAL AUXILIARY" (A Classroom Action Research with the Eighth Grade Students of MTs Fatahillah Karangawen Demak in the Academic Year of 2009/2010).

B. Reasons for Choosing the Topic

The reasons for choosing the topic are as follows:

1. Grammar is an essential component of language, especially modal auxiliary. So it is important to find a media to teach it effectively.
2. To make understandable and memorable teaching of grammar (modal auxiliary), the researcher uses English songs because it can help students to understand modal auxiliary.
3. The researcher wants to make Junior High School students interested in teaching grammar through English songs.

C. Question of the Study

The research question on this study can be formulated as follows:

- a. How is the implementation of English songs in teaching modal auxiliary with the eighth grade students of MTs Fatahillah Karangawen Demak?
- b. How is the improvement of students' achievement in teaching modal auxiliary after being taught by using English songs with the eighth grade students of MTs Fatahillah Karangawen Demak ?

D. Objective of the Study

The objectives of this study are:

- a. To know the implementation English songs in teaching modal auxiliary with the eighth grade students of MTs Fatahillah Karangawen Demak.
- b. To find out the improvement of students' achievement in teaching modal auxiliary after being taught by using English songs with the eighth grade students of MTs Fatahillah Karangawen Demak.

E. Significances of the Study

The result of the study can contribute some benefits to students, teacher, school, readers and writer.

a. Students

It may motivate students to improve their interest in learning modal auxiliary. The improvement of students' achievement in teaching modal auxiliary will help the students to conquer English well.

b. Teacher

It may show the teacher that English songs can improve students' achievement in modal auxiliary. It will become a good media to improve students' achievement in teaching modal auxiliary.

c. School

The school will make a right decision to use media for supporting the teaching and process, especially to use English songs in teaching modal auxiliary to the students.

d. Readers

They will get more information and experience from this research.

e. Researcher

The researcher will get new knowledge and experience in teaching modal auxiliary by using English songs

F. Scope of the Study

The researcher limited this study in teaching modal auxiliary by using English Songs to improve students' achievement not the whole of grammar. This study was conducted with the eighth grade students of MTs Fatahillah Karangawen Demak.

G. Definition of the Key Terms

In order to avoid misunderstanding that can happen the title of this thesis, the researcher would like to clarify the terms used as follows:

1. English song

Song is a short metrical composition combining words and music. It is generally performed with instrumental accompaniment.⁴ In this study, English song is chosen by the researcher because English song can make students enjoy and fun.

2. Improve

Based on *Oxford Advanced Learners' Dictionary* "improve is to make or become better, making good use of something".⁵ In this study, improve is a process to increase the students' achievement in modal auxiliary, so that becomes well.

3. Students' achievement

Based on *Oxford Advanced Learners' Dictionary*, "students is defined person who is studying at a college, polytechnic or university, boy or girl who is attending schools, anyone who studies or who is devoted to the acquisition of knowledge."⁶ Based on *Webster New World Dictionary*, "students are one who studies or investigates, one who is enrolled".⁷

⁴Hamlyn, *New Hamlyn Encyclopedic World Dictionary* (London: Hamlyn Publishing Group, 1971), p.1593

⁵A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1987), p. 859

⁶*Ibid*, p. 427

⁷David B Guralnik, *Webster New World Dictionary of the American Language* (New

Based on *Oxford Advanced Learners' Dictionary*,” achievement is a thing done successfully, especially with effort and skill”.⁸

From definition above, the researcher can conclude that students' achievement is students score after the song used in the teaching learning process. This score will be compared with the students score in teaching learning process that used conventional media.

4. Modal Auxiliary

The verb *can, may, might, will, would, shall* (mainly British English) are called “modal auxiliary verb”. They are used before infinitives of other verbs, and add certain kinds of meaning connected with certainty or with obligation and freedom to act.⁹ Any of the auxiliary verbs which indicate attitudes of the speakers/ writer towards the state or event expressed by another verb, i.e. which indicate different types of modality.¹⁰

From definition above, the researcher can conclude that modal auxiliary is helping verb to express ability, possibility, necessity, obligation, and permission.

York : Warner Books,1984), p.593

⁸AS. Hornby, Op. cit, p.10

⁹ Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1995), p. 333.

¹⁰ Jack Richards and John Platt, *Longman Dictionary of Applied Linguistics*, (England: Longman Group (FE) Ltd), p. 179.