

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Literature Review

##### 1. Modal Auxiliary

###### a. Definition of Modal Auxiliary

A modal verb is an auxiliary verb that can be used to change the grammatical mood of a sentence.<sup>1</sup> Modal auxiliaries are followed by (one or primary auxiliary verb) and a main verb (except in the case of inversion, etc). 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.<sup>2</sup> 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.<sup>3</sup> Unlike the primary auxiliaries (be, have and do) which mainly have a grammatical function, the modal auxiliaries carry meaning. Although it is an overly strong definition you may say as a mnemonic intercept modal as conveying the mood or opinion of speakers, e.g. expressing ability, obligation, advice, possibility, etc.<sup>4</sup>

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

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<sup>1</sup> [http://en.wikipedia.org/wiki/English\\_modal\\_auxiliary\\_verb](http://en.wikipedia.org/wiki/English_modal_auxiliary_verb)

<sup>2</sup> Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1995), p. 333.

<sup>3</sup> Jack Richards and John Platt, *Longman Dictionary of Applied Linguistics*, (England: Longman Group (FE) Ltd), p. 179.

<sup>4</sup> Tony Penston, *A Concise Grammar for English Language Teachers*, (Greystones: TP. Publication, 2005), p. 65.

## b. The Kind, Usage and Example of Modal Auxiliary

### 1) *Can*

*Can* means *be able to* (ability)

*Can* also expresses possibility and in informal speech, is used to request and grant permission.

*Kathleen can speak Spanish, but she cannot speak Russian*  
(ability)

*Can I take my examination early?* (Permission)

*It can snow in April* (possibility) <sup>5</sup>

### 2) *Could*

*Could* expresses ability, subject to certain conditions which probably do not exist. In this use, *could* can refer to the present, the past, or the future.

*I could go now, if I wanted to.* (I don't want to)

*I could dance all night.* (If circumstances permitted)

### 3) *Will*

*Will* is used in the simple future construction. This is most common use. Formerly, *shall* was used with *I* and *we*, and *will* with *he*, *she*, *you* and *they*.

*He will visit Bali next month* (simple future construction)

*Will you come to my party?* (allurement)

### 4) *Would*

*Would* expresses the result of a condition in a contrary to fact situation. The clause in which it occurs is preceded or followed by an *if* clause.

*If I had time, I would go with you.*

In the interrogative, *would* may inquire as to someone's

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<sup>5</sup> George E. Wishon and Julia M. Burks, *Let's Write English*. (USA: Litton Educational Publishing International, 1980), p.230.

willingness to do something, ask about someone's preferences, or invite someone to do something.

*Would you like to join us for tea tomorrow?*

#### 5) **Should**

*Should* expresses the idea of avoidable obligation.

*He should study more.*

*Should* is also used to express the idea of avoidable obligation in reported speech.

*Ratemo says they should go.*

*Ratemo said they should go.*<sup>6</sup>

#### 6) **Shall**

*Shall* expresses a request for agreement of an offer to do something for someone. This is only really common use of shall.

*Shall I answer the telephone for you?* (Do you want me to answer the telephone?)

*Shall* is used with the first person pronouns *I* and *we* to express future action. The resulting construction is formal; the modal will is more often used for this purpose. *Shall* is used by someone for formal writing and platform speaking

*I shall leave for Spain tomorrow.*

#### 7) **May**

*May* expresses possibility.

*I may go, but I don't really want to.*

*May* is also used to express permission. It is considered more formal and polite than can and could.

*May I smoke in your class?*<sup>7</sup>

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<sup>6</sup> *Ibid*, p. 233.

<sup>7</sup> *Ibid*, p. 232

8) **Might**

*Might* expresses possibility which is considerably slighter or weaker than that expressed by *may*.

*I might accompany you, but it doesn't appear very likely.*

*Might* is used to express possibility in reported speech or in other direct object noun clauses when the verb in the main clause is in the past tense.

*The newspaper says it may rain tomorrow.*

*The newspaper said it might rain tomorrow.*

*Might* is used to ask permission. It is more formal and more polite than *may*, *can*, or *could*.

*Might I be excused early?*

9) **Must**

*Must* expresses the idea of necessity or unavoidable obligation, or a condition which cannot be changed.

*The time is up. We must go.* (Perhaps we do not to, but we have no choice).

Similarly, *must* is often replaced by *have to* in the past tense sentences and in subordinate clauses when the main clause is in the past tense.

*He must work next week = He had to work last week.*<sup>8</sup>

From the definition above, the researcher can conclude that modal auxiliary is many types, functions, and usages. In this research the researcher explains all modal auxiliary above because it is important to be known and learned for students.

c. **Teaching Modal Auxiliary**

Teaching modal auxiliary has often been regarded as a structure based formal activity. After the integration of several

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<sup>8</sup> *Ibid*, p. 235.

sources and techniques, which are mainly based on communicative activities, the teaching of grammar especially modal auxiliary gained a new insight. In the teaching modal auxiliary, technique resource combinations are often modified to structure discourse match and if well developed, they can be used effectively for all phases of a grammar lesson especially modal auxiliary. In order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well developed and fascinating media in the classroom. In the present research, the examples of the media are songs, games, and pictures. They will be clarified and several examples will be provided.

#### **d. Media of Teaching Modal Auxiliary**

The word “media” is derived from Latin *Medias* that means “between” or mediator. In Arabic media is (وسائل) intermediary or mediator a message from sender to receiver message.<sup>9</sup> Media is any kind of format used to convey information.<sup>10</sup>

Gerlach and Ely states “media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude”.<sup>11</sup> Every medium is a means to an end or to a goal, for example in this study the researcher uses English songs as a media in teaching modal auxiliary.

Media have important roles in teaching and learning process. Because they give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way and media provide various kinds of teaching methods and technique.

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<sup>9</sup>Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2003),p.3

<sup>10</sup><http://oasis.fiu.edu./ch8/ch8page3.htm>. Retrieved on 30 may 2010

<sup>11</sup>Gerlach and Ely, *Teaching and Media a Systematic Approach*, (New York: Prentice-hall,Inc,1980),p. 241.

So that learners are not bored with the monotonous teaching and learning process.

In teaching learning process, there are many media to teach modal auxiliary. They are:

a) English Songs

Songs is an important media in teaching grammar, especially modal auxiliary. It is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in teaching modal auxiliary. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.<sup>12</sup>

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. The researcher chooses English songs, because many students listen to it. While they listening English songs, they can learn and understand about modal auxiliary.

b) Games

Games are organized according to rules, and they are enjoyable.<sup>13</sup> Most games require choral responses or group works. Games are generally used after the presentation, in the practice part, because such communicative tasks can only be handled after mastering sufficient grammar and lexical points.

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<sup>12</sup> // [http:// www.songsforteaching.com](http://www.songsforteaching.com). Retrieved on 03 June 2010

<sup>13</sup> Azhar Arsyad, *Op.Cit*, p. 17

Through well planned games, learners can practice and internalize vocabulary, grammar and structures extensively. Play and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learners' attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. By providing personal, social, and cross cultural issues to define, they sometimes simulate real life situations. So games can be used in teaching grammar especially modal auxiliary.

c) Pictures

Picture is consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.<sup>14</sup> The teacher can use pictures as media in teaching learning process. Pictures in teaching modal auxiliary come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of the sentences on grammatical structure. Students can understand modal auxiliary from the picture which drawn.

In this study, the researcher uses English songs as a media in teaching modal auxiliary. The teacher can use it by playing tape recorder or cassette. She uses this media, because it makes students memorize well.

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<sup>14</sup> Gerlach and Ely, *Op.Cit*, p. 297

## 2. English Songs

### a. Definition of English Songs.

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us. Therefore, when we are hearing the songs we can be brought into the songs. For example, when someone is listening to a song, he or she can be brought into the story of the lyrics and the melody that will play his or her emotion or feelings.

Sometimes we do not realize that we can sing a song without learning how to sing the songs in a certain way. From the song, we can learn many things. For example, we can get new words and we also can learn how the words are pronounced. As songs are having magical effects, we can use song in teaching learning process

Songs as media in teaching and learning process are good for the teacher as well as to the students.<sup>15</sup> Songs help the teacher to engage the students' motivation and interest. If the students are motivated, they will learn hard. Then, they are expected to be more active during teaching and learning process.

When the teacher wants to use a song in teaching and learning process, the song should be appropriate for the students. The type of song will depend on the age, interest, and learning level of the students. So, the students can understand the material

Below are some definitions of songs from some sources:

- 1) Song is a piece of music with words that is sung.<sup>16</sup>
- 2) Song is a short musical work to a poetic text with equal importance given to music and to the words. It may be written for one or

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<sup>15</sup> Jim Scrinever, *Learning Teaching*, (British: MacMillan, 2000), p.330

<sup>16</sup> Hamlyn, *The New Hamlyn: Encyclopedia World Dictionary*, (London: The Hamlyn Publishing Group, 1971), p. 1593.

several voices and is generally performed with instrument accompaniment.<sup>17</sup>

3) Song is a piece of music that is sung<sup>18</sup>.

Based on the definition above, the researcher can conclude that song is a musical composition or words set to rhyme, poem, and poetic texts which are sung with or without musical background as accompaniment, use as conveyance of the expression, feeling, idea, or emotion of the singer. The researcher uses English songs, because English songs are memorable for the students.

#### **b. Some Procedures in Applying Songs**

In learning grammar especially modal auxiliary, the teacher should choose the best technique and she or he must be creative in order to get the emotion of the students. The exciting interaction in the classroom will help the students focus to the material.

It is two procedures suggested by Penny & Andrew and Haycraft:

1). The procedure suggested by Penny & Andrew

Penny & Andrew provide some steps in using songs which can be summarized as follow:

- a) Preparation: Select a tape recorder of a song, or learn a song so that you can sing it. Prepare an overhead transparency (or a poster, or a handout) of the words of the song
- b) Procedure: Play the song on the tape (or sing it yourself). Show the words of the song and ask the students to follow the words and sing while you play it again. Deal with any question or confusion over meaning. Play the song again when you have another five minutes, and help the students to

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<sup>17</sup>Anonym, *Encyclopedia Americana International Edition*, (New York: Scholastic Library Publishing Inc, 1977), p.220

<sup>18</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York : Oxford University Press, 1987), p.822

learn it. Play the song again when you have five minutes and help the students to learn it.<sup>19</sup>

2). The procedure suggested by Haycraft

Haycraft suggested some variations using songs recorded on tape. They are:

- a) Play a tape as many times as necessary and ask the question.
- b) Get the class to sing line by line following the tape.
- c) Show the students the script and get the class to sing it following the tape.
- d) d. Divide up the class and have a group. Each of them sings a line. Play a tape as often as necessary. Find out who has a good voice and try to get solos.
- e) Play and sing wherever you want revises. It is good idea to play songs at the beginning of the class while everyone is settling down.<sup>20</sup>

Each technique has its own characteristics. No one suggestion is superior to other since they have a tight relation to each other. It means that the teacher may apply one of them or combine those procedures in the classroom.

From some procedures, the researcher can implement below:

- a) The teacher writes all the words of the song on separate cards.
- b) The teacher distributes the cards to the students.
- c) Show a transparency of the lyrics with the nine words about modal auxiliary left blank.
- d) Play or sing the song once or twice with the students just listening, so that they begin to absorb the tune and rhythm.
- e) The teacher asks the students to stamp the cards on the blank lyrics of the song and they match it.

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<sup>19</sup> Ur Penny and Andrew Wright, *Five Minutes Activities*. (Great Britain: Cambridge University Press, 1992), p.71-72.

<sup>20</sup>J. Haycraft, *An Introduction to English Language Teaching*, (Great Britain: Longman group, 1983), p. 93

- f) The teacher asks the students if they can tell what the song means from the lyrics. Explain anything they do not understand
- g) The teacher asks the students to look for modal auxiliary on the English Songs
- h) The teacher corrects together
- i) The teacher explains about modal auxiliary.

**c. The Advantages and Disadvantages of Using Songs**

English is a difficult subject since it is foreign language for students. The teacher should have creative ways and use interesting audio visual aids to make the learning activity become more interesting. The teacher must use auditory, tactile, and visual aids.

Songs are one the audio visual aids which can be used to teach the students. There are a lot of advantages of using songs. They are:

- 1) Songs offer a change from routine classroom activities.
- 2) Songs are precious resources to develop students' ability in listening, speaking, reading, writing, even grammar.
- 3) Learning English through songs also provides a non threatening atmosphere for the students.
- 4) Songs are highly memorable and motivating.
- 5) Songs may encourage listening in a relaxed classroom atmosphere.<sup>21</sup>

Beside the advantages, songs also have some disadvantages. They are:

- 1) Disturb other classes.
- 2) Songs must use tape recorder or other visual aids.
- 3) Difficult to select the appropriate songs, because it must depend on the age, interests, and learning level of the students.

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<sup>21</sup>[Http:// iteslj.org / Technique / Saricoban - Songs.html](http://iteslj.org/Technique/Saricoban-Songs.html). Retrieved on January 02, 2010.

According to the researcher's opinion, songs are one of the listening materials that can be applied in learning English. While the students are listening to the songs, they will learn many things, such as learning grammar and pronunciation.

### 3. Achievement

#### a. Definition of Students' Achievement

Achievement is something important that you succeed doing by your own effort.<sup>22</sup> Hornby stated that "achievement is a thing done successfully, especially with effort and skill".<sup>23</sup>

The definitions above also support one another. Achievement is something accomplished successfully, especially by means of exertion, skill, practice, or perseverance.<sup>24</sup>

From the definition above, the researcher can conclude that students' achievement is considered as the score gained by the students in certain skills. Commonly, achievement related to learning outcome by someone after he or she learned the knowledge of certain skill, for example in learning language. The skill of reading, writing, grammar, etc, are some skills which should be taught to the students. So the teacher is able to see the progress of students' learning process.

Learning outcomes are something that are created (in the making) is a effort that obtained from the stages of change in positive behavior and relatively settled as a result of interactions involving environmental education with cognitive, psychomotor, and affective.

Students' achievement can be viewed from two perspectives. The first perspective is to view achievement in terms of enrollment, or the number of students who pass a course. The second perspective

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<sup>22</sup>Longman, *Dictionary of Contemporary English*, (Harlow : Pearson Education Limited, 2001), p.11

<sup>23</sup>Hornby, *Op. Cit*, p.10

<sup>24</sup><http://www.the-free-dictionary.com/achievement>. Retrieved on January 30, 2009.

examines students' achievement in terms of whether they mastered or attained course learning objectives. Enrollment numbers include the number of students who graduate from the course, the number of non-graduate, and the final average grade of the class. These enrollment numbers may be used to identify the causes for non-graduation. These numbers may also be compared over time to locate possible problems prior to class convening, such as lack of prerequisite knowledge, student concerns, or overall course concerns.<sup>25</sup>

Every teacher as a designer of learning English to ensure that the material presented is valuable to learn in school. This means that at least we will know whether the system design objectives studied English or not. So, the teacher uses assessment. Assessment refers to the act of collecting information and making judgments about a language learners knowledge of a language and ability to use it. Although some people are consider 'testing' and 'assessment' to be synonymous.<sup>26</sup>

From definition above, the researcher can know that the evaluation of learning outcomes is a process for determining the value of student learning through assessment or measurement learning outcomes activities.

#### **b. Factors Affecting the Students' Achievement in Language Learning**

Learning activity there is any revisions result in a change in the characteristics as a result of learning. Learning outcomes can be achieved through the efforts as a student behavior change, including aspects of cognitive, affective and psychomotor, so that its intended purpose will be achieved optimally. The result obtained by the study is

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<sup>25</sup> <http://www.lpg.fsu.edu/charting/howtopdf/ht-ce3.pdf>. Retrieved on April 29, 2010

<sup>26</sup> Carol A. Chapelle, *An Introduction to Applied Linguistic*, (New York: Oxford University Press, 2002), p.267

not the same students, because there are several factors that influence it.

According to Slameto, factors that influence the success of this learning can be divided into two main sections, the internal factors and external factors.

1) Internal factors, consists of:

a) Physical factor

Physical conditions that are need to be considered, the first normal physical condition or do not have a disability since the womb until after birth. Normal physical condition should include the circumstances of this particular brain, senses, limbs. Second are physical health conditions. Physical conditions, healthy and fresh greatly are affecting the success of learning. In maintaining physical health, there are some things to consider including eating regularly and drinking, exercise and sleep enough.<sup>27</sup>

b) Psychology Factors

Psychological factors that influence the success of this research include all aspects related to one's mental condition. Mental conditions that can support the learning success are the mental condition of a steady and stable. Psychological factors include the following things. First is intelligence. Intelligence of a person's basic level has great impact on the success of learning a person. Second is the desire. Volition can be said the main factors that determine the success of learning a person. Third is talent. This talent cannot determine whether a person is in an area, but rather to determine the level of a person's ability in the subject.

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<sup>27</sup> Slameto, *Belajar dan Faktor-faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p. 64.

## 2) External Factors

### a) Family Environment Factors

Environmental factors or a family in this house is the first environment and also the main person in determining the success of learning. The atmosphere is fairly quiet home environment, parents' attention to the development of the learning process and children's education will affect the success of learning.

### b) School Environment Factors

The school environment is needed to determine the success of student learning. Influence of the most successful students studying in the school including teaching methods, curriculum, teacher relationships with students and student relationships with students, lessons, school time, order or discipline and consistency.

### c) Community Environmental Factors

Environment that can support the learning success are non-formal educational institutions, such as foreign language courses, test coaching, teaching teenagers and others. By considering these factors are expected to improve learning outcomes and may prevent someone from cause delays in student learning.<sup>28</sup>

## c. How to Improve Students' Achievement

Teaching is a process of communication. It has to be created through the way of teaching and enhancing the message or information by every teacher and students. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are

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<sup>28</sup> *Ibid*, p. 65.

needed in the process of teaching

Media have important roles in teaching and learning process. The followings some functions of media in teaching learning process.<sup>29</sup> Media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. And media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.

Media are sources of learning that must be developed to achieve the learning outcomes are optimal. It's like Zainal said "In an effort to improve the quality of learning processes and learning outcomes, we must not forget one thing that must be true is that students more interaction with learning resources. Without the resources adequate learning is expected to materialize difficult learning process leads to the achievement of learning outcomes optimal".<sup>30</sup>

From explanation above, the researcher can conclude that some of media must be applied in every implementation of learning grammar especially modal auxiliary. As mentioned such as the media can play is English songs.

#### **4. Using English Songs to Improve Students' Achievement in Learning Modal Auxiliary**

##### **a. Contribution of Songs in Learning Modal Auxiliary**

Many songs can be successfully employed to provide meaningful contexts for learning modal auxiliary. The interesting songs will make the students and the teacher discuss that modal auxiliary. Songs also will provide a new grammar of modal auxiliary. In addition, learn the songs will ensure that the students will remember not only the meaning but also how to understand modal auxiliary.

Songs can be used in many of the same ways that teacher might be

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<sup>29</sup> Azhar Arsyad *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003)p.3

<sup>30</sup> Zainal Aqib, *Penelitian Tindakan Kelas untuk Guru*, (Bandung: Yrama Widya, 2008),

uses an ordinary speech recording. Interesting lyrics and clarity of vocals help to make a song into appropriate classroom material.<sup>31</sup>

A teacher can build up a collection of songs to teach modal auxiliary. It will make the students enjoy and make them learn the meaning of it. Selecting the right song for the students is not easy. The teacher should be thorough in selecting the appropriate songs for them. Generally, the type of songs that are used to teach the students must depend on the age, interests, and learning level of the students because it will make the students understand easily the content of the song.

#### **b. Songs as Media in Teaching Modal Auxiliary**

Media is a plural form of medium that means a way to express ideas or communicate with other.<sup>32</sup> The media are considered as instructional media since they are used to carry messages in the teaching and learning process. The use of media can obtain maximum benefit in improving human performance and promoting learning, especially in education.

Besides, media play an important role in teaching and learning process. They can often help the students to understand something presented better than telling them verbally. The media in teaching foreign language are classified into three: visual media, audio media and audio visual media. Visual media are media that can be seen in teaching language to help students to learn or understand the material given. The examples of visual media which are used in foreign language teaching learning are blackboards, pictures, cartoon, etc. Meanwhile, audio media are media in teaching language by hearing. The examples of audio media that are used in foreign language teaching learning are radio and tape recorder. If the media in teaching and learning process can be seen and heard, it is called audio- visual

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<sup>31</sup>Jim Scrinever, *Op.Cit*, p.338

<sup>32</sup> Azhar Arsyad, *Op. Cit*, p. 35

media. The examples of audio media are television and video.<sup>33</sup>

Teacher should selective in selecting the appropriate media that directly related to the learning process because not all of media (pictures, songs, etc.) can be applied in the classroom. Teacher should know what to teach and whether the media selected are appropriate with the level of the students.

So, teaching modal auxiliary using song can encourage and motivate the students to understand and memorize the materials well.

## B. Previous Researches

In making this thesis, the researcher was considering some previous researches to support the researcher's thesis that is:

1. English Children Song as an Alternative for Teaching Grammar of Pluralization at Elementary School (a Case of the Sixth Year Students of State Elementary School of Gunungpati 03, Semarang in the Academic Year of 2006/ 2007).<sup>34</sup> This research concludes that the students' progress during the teaching and learning activity by teaching grammar is good. The students' achievement in grammar improved. The result shows that the students' progress of English grammar mastery is quite well. The achievement average of the pre-test is 58. 88%, while it becomes 78. 44% in the first cycle, 80. 35% in the second cycle and 78. 66% in the third cycle. The results vary over cycles; however, all of which reconsidered being satisfactory. A significant result is shown in the post-test. That is 83. 11%. This is the highest one among other results. It states that songs are good choice for teaching elementary school since it encourages and motivate students in learning English.

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<sup>33</sup> Oemar Hamalik, *Media Pembelajaran*, (Jakarta: PT. Intermedia, 2002), p.29

<sup>34</sup> Dedi Budiwoyo, 2201402558. "English Children Songs as an Alternative for Teaching Grammar of Pluralization at Elementary School (a Case of the Sixth Year Students of Elementary School of Gunung Pati Semarang in the Academic Year of 2006/ 2007) " Thesis of the Faculty of Language and Arts Department of English Education, Semarang State University, (Semarang: Library of Semarang State University, 2007 ), Unpublished

2. The Effectiveness of Teaching Phrasal Verbs Using Songs (An Experimental Study on Eleventh Grade Students of SMK 8 Semarang in the Academic Year of 2006/2007)<sup>35</sup>. This research shows that the students in the experimental group improved better in the average score of grammar test than those in the control group. The differences in the average score improvement is statistically significant at the (0.5) alpha level of significance. The students who were taught using song improved 2.30 point whereas those who were taught without using song improved 0.20 point in the average score.

However, first and second thesis were carried out in English language teaching context and the focus of study is the same with the researcher's that is the importance of grammar in English teaching learning. There is a difference between Dedy's and researcher's study. In this study, the researcher tries to introduce modal auxiliary to improve students' achievement by using English songs. On the other hand, there is a difference between Dwi's and researcher's study. Dwi's study uses an experimental study and researcher's study uses a classroom action research study. This research is different from previous ones. Although this research has same in media but this research focuses on English songs to improve students' achievement in learning modal auxiliary with classroom action research study.

### **C. Action Hypothesis**

In conducting the research, the researcher proposed the working hypothesis: There was an improvement of students' achievement in learning modal auxiliary at the eighth grade of MTs Fatahillah Karangawen Demak in the academic year of 2009/2010 after being taught by using English songs.

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<sup>35</sup> Dwi Putri Rahmawati, 2201404543. "The Effectiveness of Teaching Phrasal Verbs Using Song (An Experimental Study on grade Eleventh Students of SMK Negeri 8 Semarang in the Academic Year of 2006/ 2007)" Thesis of the Faculty of Language and Arts Department of English Education, Semarang State university (Semarang: Library of Semarang State University 2007), Unpublished

