

## **CHAPTER IV**

### **FINDINGS**

#### **A. The Implementation of English Songs in Learning Modal Auxiliary**

This is a classroom action research on the use of English songs to improve students' achievement in learning modal auxiliary. Its aims are to know the implementation English songs in improving students' achievement in learning modal auxiliary and to find out the improvement of students' achievement in learning modal auxiliary after being taught using English songs.

There were three cycles, and there was also pre-cycle to get students basic score in learning modal auxiliary before taught by using English songs. Each activity will be explained as follows:

##### **1. Pre – Cycle**

This activity was done on Saturday January 23<sup>rd</sup>, 2010. In this first stage, the teacher used conventional way in teaching modal auxiliary (conventional method). This is done to know students' basic score of grammar (modal auxiliary) when taught using conventional method.

In this activity, the teacher was doing teaching learning process as usual, the teacher's learning process began with reading by teacher loudly. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. After that the teacher gave test to get students basic score using technique that usually applied by the teacher (teacher learning center). The question contained 20 items of true or false test. All of the questions were about modal auxiliary. It was followed by 34 students as the participants of the study. The teacher provided 40 minutes for them to do the test. The purpose of the test was to measure the skill of the students in English structure and to know basic score of grammar especially modal auxiliary when taught using conventional method.

Based on the observation in this activity, most of the students had difficulties to understand the material. It can be seen from their faced which

appeared nervous and also from their activities. The teacher and researcher decided to use another media to make students interested and enjoyed the class in order to improve students' understanding in learning modal auxiliary, the media is English song.

## 2. First Cycle

This activity was done on Saturday January 30<sup>th</sup> 2010. The time was conducted from 09.55 until 10.35 a.m. It was followed by 34 students. The material is Modal Auxiliary (*Can, Could, Will, Would, Should*). The teacher explained the material by using English song.

### a. Planning

In this stage had been done the activities as follows:

- 1) Make a lesson plan.
- 2) Prepare a transparency of the lyric of the song ( Modal Auxiliary)
- 3) Prepare test
- 4) Prepare observation scheme
- 5) Prepare students' attendance list

### b. Acting

Before teacher was started the lesson. The teacher asked students related to the material that they known. For example:

- If you want to borrow a pen to your friends, what will you say?
- All students answered the teacher's questions. But they mentioned the question using Indonesian language. Then the teacher corrected using English sentences (May I borrow your pen?). Next activity, the teacher gave lyrics of the song (modal auxiliary) to the students and they sang a song together. Then the teacher explained about the material, in this activity the teacher explained about modal auxiliary (*can, could, will, would, should*) including; the definition, the kind and the usage.

Modal auxiliary is aspect of verbs which indicates whether the action or state expressed is an ability, obligation and possibility. 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>1</sup>

After the teacher explained about modal auxiliary, then the teacher explained *Can, Could, Will, Would, Should* and gave some example of modal auxiliary and explained to the students.

### **Can**

*Can* means *be able to* (ability)<sup>2</sup>

*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)

### **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.<sup>3</sup>

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

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

### **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)

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<sup>1</sup> Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1995), p. 333.

<sup>2</sup> George E. Wishon and Julia M. Burks, *Let's Write English*. (USA: Litton Educational Publishing International, 1980), p.230.

<sup>3</sup> *Ibid*, p. 231.

**Would**

*Would* expresses the result of a condition in a contrary to fact situation<sup>4</sup>. 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 willingness to do something, ask about someone's preferences, or invite someone to do something.

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

**Should**

*Should* expresses the idea of avoidable obligation.<sup>5</sup>

*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.*

After the students understand the material, teacher asked the students to make some example using modal auxiliary. At the end of the lesson, teacher gave students a test. She gave 20 true or false questions to the students. The activity had purpose to check the students' understanding about the lesson. After the students finished their work, the teacher asked them to collect their work.

## c. Observing

- 1) The teacher conveyed the teaching purpose well and regularly, but in giving motivation to the students had not been maximal.
- 2) When the teacher conveyed the material, there were many conversations that have been deviated.

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<sup>4</sup> *Ibid*, p. 234.

<sup>5</sup> *Ibid*, p. 233.

- 3) When the teacher explained about the material, it still found many students did not pay attention and the teacher could not manage them.
- 4) When the teacher showed the song, many students were enthusiast in teaching learning process although many students were confused the material.

d. Reflecting

- 1) Teacher still had low preparation in learning tool. So the teacher should prepare learning tool well
- 2) Teacher less motivate students. So the teacher should improve students motivation in learning process especially for students that less attention.
- 3) Students were less active in teaching learning process, and they still were confused. So the teacher should gave more interesting song in teaching modal auxiliary

### 3. The Second Cycle

This activity was done on Monday February 8<sup>th</sup> , 2010. Students did the activity same as the first cycle. The teacher taught teaching modal auxiliary using English song. In this cycle, Teacher used English songs on cassette. So that the students more interesting and fun in learning modal auxiliary. Then the teacher explained more detailed about modal auxiliary.

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Improve the teaching strategy
- 3) Choose the song as a media in teaching according to the students' need
- 4) Improve the explanation about song that given
- 5) Prepare test
- 6) Prepare observation scheme
- 7) Prepare students' attendance list

b. Acting

In this step what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by researcher.

The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements that had not completed in the cycle I. The activities in teaching learning process were:

The teacher asked students related to the material that they known. For example:

- What are the functions of modal auxiliary” Can”?

All students answered the teacher’s questions. The students mentioned the question using English although there were any mistakes in their answer. Then the teacher wrote all the words of the song on separate cards. The teacher divided students to work in pairs and distributed the cards to the students. After that, she gave a transparency of the lyrics with the nine words about modal auxiliary left blank. The teacher gave song (Wherever You Will Go) that will be explained and students listened the song from the cassette. The teacher asked the students to stamp the cards on the blank lyrics of the song and they matched it. The teacher asked the students if they can tell what the song means from the lyrics. To make the students understanding about the song, she explained anything they did not understand. After that, she asked the students to look for modal auxiliary on the English song and corrected together. The teacher explained about modal auxiliary (*shall, may, might, must*).

***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?*

*Shall* is used with the first person pronouns *I* and *we* to express future action<sup>6</sup>. 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.*

### **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*<sup>7</sup>.

*May I smoke in your class?*

### **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?*

### **Must**

*Must* expresses the idea of necessity or unavoidable obligation, or a condition which cannot be changed.<sup>8</sup>

*The time is up. We must go. (Perhaps we do not to,*

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<sup>6</sup> *Ibid*, p. 234.

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

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

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*

After the teacher explained it, she helped the students to translate the Indonesian difficult words into English. To know the students' understand about modal auxiliary, the teacher gave 20 true or false questions to the students. Then she asked the students to answer the question that had been given. After the students finished their work, they were asked to collect their work to the teacher.

c. Observing

- 1) The teacher conveyed the teaching purpose very well, and motivated to the students also very well.
- 2) The teacher's ability in transferring material is good enough.
- 3) The teacher explained the material clearly and more interesting to the students.
- 4) The teacher more paid attention to the students that have difficulties in understanding the material.
- 5) The students enthusiastic developed. It can be seen that many students asked to the teacher about modal auxiliary. If there were components that the students did not know, they asked to the teacher what the meaning of it in Indonesian language.

d. Reflecting

- 1) The teaching that had done by the teacher was maximal enough. The teacher motivated the students before she explained the material.
- 2) The students' activity in learning process were enough maximal. They more interesting if the teacher uses song. But, it still found



view of students played with their friends, because they thought that grammar was very difficult.

- 3) Many students asked to the teacher about the meaning of difficult words. So many students were active in teaching learning process.

#### **4. The Third Cycle**

The third cycle is done based on the result of reflection from the second cycle. The result from observation tells that the students got improvement score, but they still had some misunderstanding about different between shall and should, will and would, can and could, so it is needed another action in order the next cycle is better.

Cycle III was done on Saturday, February 13<sup>th</sup>, 2010. The steps that were done by the researcher in the cycle III were:

##### a. Planning

- 1) Arranging the lesson plan based on the teaching material
- 2) Preparing the teaching material
- 3) Preparing song (Wherever You Will Go)
- 4) Preparing the observation scheme
- 5) Preparing test
- 6) Preparing students' attendance list

##### b. Acting

The teacher and the students had been done the same activities with the second cycle.

Before the teacher asked the students to write, she stimulated to the students by giving the question to them about the meaning of things that related to modal auxiliary, for example the teacher asked to the students "what is the meaning of modal auxiliary?." The students answered "modal auxiliary is aspect of verbs which indicates whether the action or state expressed is an ability, obligation, possibility and advice. The teacher explained about the material, although it had been explained on the day before.

The teacher asked the students about their problems on the previous lesson. The students understand about the material but they still confused the differences among *Will and Would, Shall and Should, Can and Could*. The teacher explained the problem. The teacher sang a song ( I Can Play a Guitar ) by playing a guitar. The teacher explained about the material.

Modal	Usage	Examples
Can	- ability - permission	- He <i>can</i> drive a car - <i>Can</i> I borrow your motorbike?
Could	- ability from past tense - permission (more polite than <i>May</i> )	- Mother <i>could</i> swim well when she was young. - <i>Could</i> you take that book to me?
May	- permission - possibility	- He <i>may not</i> leave the lesson - He <i>may</i> be in his office
Might	- possibility	- I <i>might</i> accompany you
Shall	- to do something - offering help	- I <i>shall</i> return your book - <i>Shall</i> I open the window?
Should	- obligation	- She <i>should not</i> come late
Will	- future time	- We <i>will</i> visit Bali next month

	- allurement	- <i>Will</i> you come to my party?
Would	- past tense from will - permission	- She said that she <i>would</i> help you - Would you open the window for me?

The teacher helped the students to translate the Indonesian difficult words into English. The teacher asked the students about their understanding about the song. After the students understand the material, the teacher asked the students to make some example using modal auxiliary. At the end of the lesson, teacher gave students a test. She gave 10 true or false and 10 multiple choice questions to the students. The activity had purpose to check the students' understanding about the lesson. After the students finished their work, the teacher asked them to collect their work.

c. Observing

- 1) The teacher conveyed the teaching purpose very well, and motivated to the students also very well.
- 2) The teacher's ability in transferring material was good enough.
- 3) The teacher explained the material clearly and more interesting to the students.
- 4) The teacher more paid attention to the students that have difficulties in understanding modal auxiliary.
- 5) The teacher motivated and encourage to the students in order they be confident to answer the question.
- 6) The students' respond in teaching process using English song good enough. Students said that English song was interesting.
- 7) The students enthusiastic developed. It can be seen that many students asked the teacher about modal auxiliary. If there were

sentences that the students did not know, they asked to the teacher what the meaning of it in Indonesian language.

- 8) The students understood English song that would be sung, because they observed more enthusiastic.

d. Reflecting

- 1) The teaching that had been done by the teacher was maximal enough. The teacher motivated the students before she used English song in front of them. The teacher was more creative in using English song.
- 2) The students' activity in learning process was enough maximum. They were more interested by using English song. In the cycle III were found only view of students that had not pay attention to the teacher because they have difficulties in the learning modal auxiliary.
- 3) There are students' enthusiasts in the teaching-learning process, because the teacher more paid attention and gave motivation to the students that had difficulties in teaching modal auxiliary.

## **B. The Findings of Improvement the Students' Achievement in Teaching Modal Auxiliary After being Taught Using English Songs**

After the researcher implemented English songs in learning modal auxiliary, the researcher got the data. It was analyzed of pre cycle, first cycle, second cycle and third cycle, the researcher got the result of Classroom Action Research.

### **1. The Result of Pre Cycle**

The pre cycle was conducted on Saturday January 23<sup>rd</sup>, 2010. In this activity, the teacher was doing teaching learning process as usual, the teacher's learning process began with reading the material by teacher loudly. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. Students are not given maximum response. After that the

teacher gave test to get students best score using technique that usually applied by the teacher (conventional method).

a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 100.<sup>9</sup> The students' score can be formulated below:

$$score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100$$

The result of the pre cycle can be seen in the table below:

**Table 1**  
**The results of the pre cycle are as follow**

No	Students' Code	Score
1	A-1	50
2	A-2	50
3	A-3	55
4	A-4	60
5	A-5	50
6	A-6	60
7	A-7	65
8	A-8	50
9	A-9	60
10	A-10	65
11	A-11	60
12	A-12	75
13	A-13	60
14	A-14	60
15	A-15	55
16	A-16	50
17	A-17	60
18	A-18	55
19	A-19	50
20	A-20	50
21	A-21	65
22	A-22	70
23	A-23	65
24	A-24	65
25	A-25	60
26	A-26	60

<sup>9</sup> Jeremy Harmer (Ed) , *How to Teach Grammar*,( UK: Blue Prss, 2006), p. 145

27	A-27	55
28	A-28	60
29	A-29	50
30	A-30	65
31	A-31	50
32	A-32	55
33	A-33	60
34	A-34	55
Sum	34	1975

b. Measuring the Mean

The mean score of the class can be searched by using this following formula:<sup>10</sup>

$$\begin{aligned}
 \text{Mean} &= \frac{\text{Scores}}{\text{Frequency (the number of students)}} \\
 &= \frac{1975}{34} \\
 &= 58.0
 \end{aligned}$$

The average of students test result of the pre cycle was 58.0. It means that the result was low. According to the researcher, this condition was not interesting in learning modal auxiliary. The teacher and researcher decided to use another technique to make students interested and enjoyed in learning modal auxiliary in order to students improve their achievement in learning modal auxiliary. The researcher applied English song.

## 2. The Result of First Cycle

This activity was conduct Saturday on January 30<sup>th</sup>, 2010. Knowing the students' result from the first cycle was not satisfied enough, the teacher and researcher decided to use English song to solve the problem.

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<sup>10</sup> Suharsimi Arikunto, *Op. Cit.*, p.264

In this activity, the teacher taught modal auxiliary using English song. The planning for the first cycle is the researcher preparing the learning tools, lesson plan, learning material about modal auxiliary and the test that contain 20 items of true or false question. The other is observation scheme was also prepared by the researcher to observe during teaching learning process.

Based on the observation in first cycle, score of observation was 65.7 % (attached). It can be seen from the students' activities. There were 14 students or amount 41.1% who did not understand about modal auxiliary. They were Agung Rahmat Pinuji, Aini Lailiyah, Aris Sugiarto, Fajar hadi, and Aris harwanto. They did not understand this material because they felt bored and the media is not interesting in this lesson. So they asked permission to leave the classroom. Half of students or amount 35.2 % concerned toward teacher's explanation. They were 12 students, they were Fatimatuz Zahro, Kabib Balloh, Sigit Eko Prakoso, Siti Sholekah, Ufid Fauzan, Uswatun Hasanah, Mahadi, Muhammad Riza, Muhammad Zayidun, Muhammad Zaidun, Mujiono and Munadziroh. They concerned toward teacher's explanation. It can be seen from they were active in asking question because they wanted to know more about modal auxiliary. There were 7 (few) students or amount 20% students active in understanding the material and they were enthusiastic to find the meaning of difficult words. For example Nia Kurniawati. She was active in understanding the material. If the teacher asked him related to the material, she answered orally and she was quickly to answer it. They were 15 students or amount 44.1% students who enthusiasm in teaching learning process. Because teacher just asked the students to listen the song.<sup>11</sup> After that the teacher gave test to the students. After implementing the test, the researcher examined the answer sheet and found the result.

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<sup>11</sup> Observation result in first cycle on 30<sup>th</sup> January 2010

**Table 2**

**The results of the first cycle are as follows**

No	Students' Code	Score
1	A-1	50
2	A-2	70
3	A-3	50
4	A-4	65
5	A-5	50
6	A-6	65
7	A-7	60
8	A-8	70
9	A-9	75
10	A-10	65
11	A-11	80
12	A-12	80
13	A-13	75
14	A-14	70
15	A-15	60
16	A-16	65
17	A-17	70
18	A-18	70
19	A-19	75
20	A-20	80
21	A-21	70
22	A-22	75
23	A-23	75
24	A-24	75
25	A-25	70
26	A-26	75
27	A-27	70
28	A-28	60
29	A-29	70
30	A-30	60
31	A-31	70
32	A-32	60
33	A-33	80
34	A-34	70
Sum	33	2325

From the result, she could calculate the average of the students'



average or mean of the score using the following formula:

$$\begin{aligned} \text{The mean of students' score} &= \frac{\text{Total score}}{\text{Number of the student}} \\ &= \frac{2325}{34} \\ &= 68.3 \end{aligned}$$

From the result above, it is clear that the average of the students test result of the first cycle was 68.3. Students had difficulty in understanding the material about modal auxiliary, because they cannot translate the material into Indonesian language.

There were 3 or amount 8.8 % students got low score. They got score 50. They were Agung Rahmat Pinuji, Aini Lailiyah, Aris harwanto. Students were very difficult to understand the material. There were 5 students or amount 14.7 % got score 60. They were Budi Setiono, Muhammad Riza, Sri Kusnani, Ummi Afifah. So that, there were 23.5 % or 8 students not achieved yet Curriculum Passing Grade. It means that the students' score included average achievement. The researcher decided to conduct the next cycle and the teacher intended to give better explanation to them. It can be concluded that the students' achievement were not really different from pre-cycle. They still need much help from their teacher.

### **3. The Result of Second Cycle**

This activity was conducted on Monday February 8<sup>th</sup>, 2010. Students did the activity same as the first cycle. The teacher taught modal auxiliary using English song. As the previous observation, some of the students said that they had difficulties to translate the material into Indonesian language. They were Agung Rahmat Pinuji, Aini Lailiyah, Aris Sugiarto, Fajar hadi, Aris harwanto, Aini Lailiyah, Eko Ariwibowo, Muhammad Zaidun, Muhammad Fadli, etc. In this cycle, the teacher focused more to the lowest students who got low score in the previous score. According to the researcher they could be motivated from the

teacher. So the teacher gave more attention. When they finished, the teacher and students discussed the result to assist them their difficulties. Then the teacher asked them to tell or translate the material. Almost of the students want to sing a song together. It's concluded that the students are interested in teaching learning process. After that, teacher gave a test to measure the students' understanding in modal auxiliary and the success of the goal of the process. After implementing the test, the researcher examined the answer sheet and found the result.

**Table 3**

**The results of the second cycle are as follows**

No	Students' Code	Score
1	A-1	70
2	A-2	80
3	A-3	85
4	A-4	65
5	A-5	80
6	A-6	75
7	A-7	80
8	A-8	70
9	A-9	80
10	A-10	75
11	A-11	85
12	A-12	80
13	A-13	85
14	A-14	60
15	A-15	80
16	A-16	80
17	A-17	60
18	A-18	75
19	A-19	80
20	A-20	85
21	A-21	75
22	A-22	70
23	A-23	75
24	A-24	80
25	A-25	75
26	A-26	60
27	A-27	75
28	A-28	80
29	A-29	80

30	A-30	75
31	A-31	75
32	A-32	65
33	A-33	85
34	A-34	60
Sum	34	2560

From the result, she could calculate the average of the students' average or mean of the score using the following formula:

$$\begin{aligned}
 \text{The average of students' score} &= \frac{\text{Total score}}{\text{Number of the student}} \\
 &= \frac{2560}{34} \\
 &= 75.2
 \end{aligned}$$

From result above shows that the average of students' test of the second cycle was 75. 2. The result of the second cycle was better than the previous one. It means that, there was improvement for the students' achievement although it was step by step. But in this research still found the students got low score. There were 4 students or amount 11% got score 60. They were Zamroni, Mahadi, Muhammad Fadil, and Siti Sholekah. It means that students' score still low. But in this research there were improvement than cycle I. From their answer the researcher noted some important event. One of students got low mark in the previous test because they did not review the lesson at home.

Based on the observation in second cycle, score of observation was 71,4 % (attached). It improved from First cycle until Second cycle. It

can be seen from the students' activities. Based on the observation, there were 23 students or amount 67% students who active in understand the material, because teacher asked the students to sing a song together and if the students didn't understand about the material, the teacher explained clearly. They were Ahmad Mutholib, Aini Lailiyah, Ari Santika, Eko Sutrisno, Mahadi, Fatimatuz Zahro, Kabib Balloh, Sigit Eko Prakoso, Siti Sholekah, Ufid Fauzan, Uswatun Hasanah, Mahadi, Muhammad Riza, Muhammad Hoirunnida, Muhammad Zaidun, Mujiono Siti Sundari, Sri Kusnani, Umi Rohmania, Munadziroh, Muhammad Reza, etc. There were 16 students or amount 54.4% students were active in understanding the material and they were enthusiastic to find the meaning of difficult words. They were Nia Kurniawati, Laela Afroka, Siti Sundari, Umi Saefatul Rohmah, Umami Afifah, Uswatun Hasanah, etc. The researcher noticed that they understood the material better. Many students or amount 63.3% were happy and fun to sing a song. While the teacher is singing a song, there were five students did not pay attention to the learning process. They were Aris Sugiarto, Budi Setiyono, Eko Ariwibowo, Eko Sutrisno, and Zamroni. From observation above, the teacher and researcher decided to conduct better action in the next cycle.<sup>12</sup>

#### **4. The Result of Third Cycle**

This activity was conducted on Saturday 13<sup>th</sup> February 2010. In this cycle, teacher and researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improve learning tool to improve students' achievement in learning modal auxiliary. It can be proved by their motivation in teaching learning process. After the teacher explained the material, she gave a test to measure students' achievement in learning modal auxiliary.

Based on the observation in third cycle, score of observation was

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<sup>12</sup> Observation result in second cycle on 8<sup>th</sup> February 2010

77, 1 % (attached).Based on this observation, 26 students or amount 76.4% tried to understand the material enthusiastically. They can distinguished between *can – could, will –would, shall – should and may – might*. So many students were active in understanding the material and they were enthusiastic to find the meaning of difficult words. There were 24 students or amount 70.5% enthusiasm in teaching learning process and enjoy in doing valuation. They were Nia Kurniawati, Kabib Balloh, Siti Sundari, Siti Sholekah, etc. They got good score in test. It was 80. The researcher noticed that they understood the material better. In this cycle just 4 students was noisy, they were Ari Santika, Eko Sutrisno, Mahadi, and Mujiono. Another students paid attention to the lesson and took part to it. From observation that researcher observed, it showed that students were more active in this lesson. They were able to respond the teacher's explanation because if they made crowded or did not listen to the teacher's explanation so teacher asked them to come forward and make more sentence related to the material. Besides that, students were more active to ask to the teacher if they did not understand about modal auxiliary. They were also diligent to do work by themselves although students still did not discipline because they felt bored if the study went over time. Students difficulties in understanding the material were decrease, the improvement of students understanding in learning modal auxiliary was more real. It can also be proved from their result of the test.<sup>13</sup>

**Table 4**

**The results of the third cycle are as follows**

No	Students' Code	Score
1	A-1	80
2	A-2	80
3	A-3	75
4	A-4	75
5	A-5	70

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<sup>13</sup> Observation result in third cycle on 13<sup>th</sup> February 2010

6	A-6	85
7	A-7	90
8	A-8	85
9	A-9	90
10	A-10	80
11	A-11	100
12	A-12	100
13	A-13	80
14	A-14	75
15	A-15	80
16	A-16	80
17	A-17	90
18	A-18	75
19	A-19	80
20	A-20	80
21	A-21	75
22	A-22	80
23	A-23	80
24	A-24	80
25	A-25	75
26	A-26	80
27	A-27	80
28	A-28	80
29	A-29	80
30	A-30	80
31	A-31	80
32	A-32	70
33	A-33	90
34	A-34	75
Sum	34	2755

The result of test can be calculated by using this formula:

$$\begin{aligned}
 \text{The average of students' score} &= \frac{\text{Total score}}{\text{Number of the student}} \\
 &= \frac{2755}{34} \\
 &= 81.0
 \end{aligned}$$

The analysis above shows that the average of students' test result of the third cycle was 81.0. The result of the third cycle was better than previous one, there was an improvement in this cycle and the problems with difficult understanding different between *can – could*, *will – would*,

*shall – should and may – might*. If the students were difficult in understanding the usage of modal auxiliary, teacher gave pattern of modal auxiliary so that they can understand the material. In Cycle III, teacher and researcher also agreed to finish the cycle in this stage, it can be seen from students' improvement in learning modal auxiliary has been proven since the first cycle until third cycle showed difference on the e improvement of students' achievement was very good. There did not students got low mark. It means that all of students got mark above average or above minimum passing grade. So students' score in cycle III were excellent. So that the implementation of English song in learning modal auxiliary was successful

**Table 5**

**The result of the test from the pre cycle until third cycle can be seen**

**In the table 5 are as follows:**

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	50	50	70	80
2	A-2	50	70	80	80
3	A-3	55	50	85	75
4	A-4	60	65	65	75
5	A-5	50	50	80	70
6	A-6	60	65	75	85
7	A-7	65	60	80	90
8	A-8	50	70	70	85
9	A-9	60	75	80	90
10	A-10	65	65	75	80
11	A-11	60	80	85	100
12	A-12	75	80	80	100
13	A-13	60	75	85	80
14	A-14	60	70	60	75
15	A-15	55	60	80	80
16	A-16	50	65	80	80
17	A-17	60	70	60	90
18	A-18	55	70	75	75
19	A-19	50	75	80	80
20	A-20	50	80	85	80

21	A-21	65	70	75	75
22	A-22	70	75	70	80
23	A-23	65	75	75	80
24	A-24	65	75	80	80
25	A-25	60	70	75	75
26	A-26	60	75	60	80
27	A-27	55	70	75	80
28	A-28	60	60	80	80
29	A-29	50	70	80	80
30	A-30	65	60	75	80
31	A-31	50	70	75	80
32	A-32	55	60	65	70
33	A-33	60	80	85	90
34	A-34	55	70	60	75
Sum		1975	2325	2560	2775
Average mean		58.0	68.3	75.2	81.0
Low score		50	50	60	70
High score		75	80	85	100

From the result from table 5, the average students in Pre Cycle were only 58.0 and Cycle I was 68.3. The comparison between Pre Cycle and Cycle I improved 10.3%. The average students in Cycle II were 75.2. The comparison between Cycle I and Cycle II improved 6.9%. The average students Cycle III was 81.0. So the comparison between Cycle II and Cycle III improved 5.8%.

From the table 5, the use of English songs can improve students' achievement in learning modal auxiliary. So, this classroom action research of the use English songs to improve students' achievement in learning modal auxiliary at MTs Fatahillah Karangawen Demak was success. It can be seen from the result of pre cycle until three cycle shows any improvement.

The improvement of students' achievement in learning modal auxiliary can be seen taught the histogram as follows:



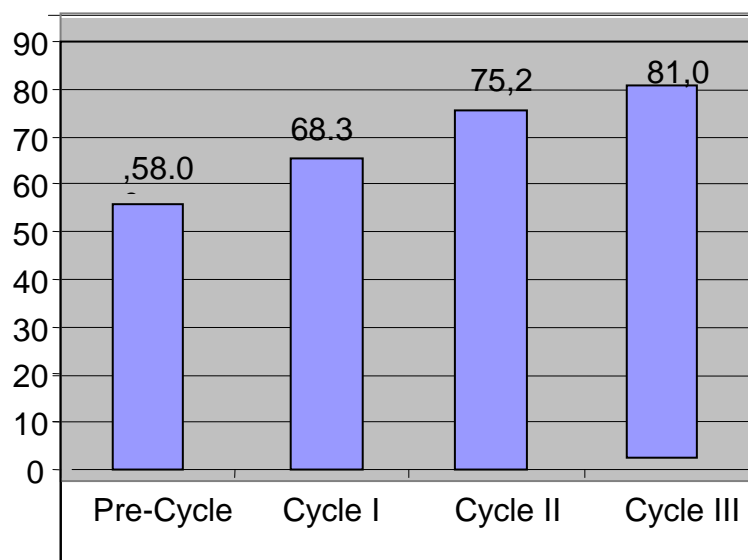


Figure 2. Diagram of the Whole Test

From the diagram above, the researcher can conclude that there was an improvement on students' achievement in learning modal auxiliary after taught using English songs. From pre cycle showed that students' achievement was 58.0 it means that still low ability in some students, because the standardized from *Kriteria Ketuntasan Minimum* (Minimum Passing Grade) was 65.

In the cycle I showed that there was increasing students' achievement up to 68. 3. It means that the result of students' achievement included to the above average. From cycle II the students' achievement more increased 75. 2. It means that the result of students' achievement included to the above average. In the cycle III became 81. 0 increased. It means that the result of students' achievement included to the outstanding achievement. It can be concluded there was improvement in every cycle after using English songs. So that English songs can improve students' achievement in learning modal auxiliary.

The criteria of students' achievement in learning modal auxiliary can be seen taught table 6 as follows:

**Table 6.**  
**Achievement Level**

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor <sup>14</sup>

From the table above, the result of students achievement in Pre Cycle included to the average achievement. It means that the criteria of students' achievement were sufficient. The level of Cycle I and II included to above average. It means that the criteria of students' achievement were good. And the last is Cycle III. In this cycle included to the outstanding achievement. It means that the criteria of students' achievement were excellent.

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<sup>14</sup> Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.