

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, and the definition of the key terms.

A. Background of the Study

English is one of the International languages, which is used by the most people in the world. People all over the world have been using English either in formal or informal situation. Many countries use English to communicate and convey their message to others. Whereas it has an important role in the world. In some countries such as America, Australia, England, the people speak English as their mother tongue and some countries such as Singapore, Malaysia, and Philippine, the people speak English as the second language. While in Indonesia especially in Javanese, the people speak English as their foreign language.

English as a foreign language has many advantages to individuals who are learning English. English as a foreign language in Indonesia is taught from elementary school for six years, but some of the students still cannot use English in daily activities. It means that studying English from junior high school to senior high school does not guarantee the students certainly will be able to use English as good as possible, either in speaking or writing skill. It can be anticipated by giving motivation and an intensive teaching for students to support them to study hard. The teaching of English as a foreign language in Indonesia is intended to develop

the students' ability in English in four aspects of skill. Those are listening, speaking, reading, and writing.

Besides, there are still other things/components which are very important in developing the students' ability in English. Those are vocabulary, structure or grammar, and pronunciation. One of the components of structure which is still found difficult by the students in learning structure is modal auxiliary. Whereas learning structure or grammar is how the word should be built to be a good sentence. According to Thornburry "Grammar is partly the study of what forms (or structures) are possible in language. Traditionally, grammar is a description of the roles that govern how language's sentences are formed".¹

Structure or grammar is an important element to be learned in learning a language because it is used to understand the language. Language without grammar can cause somebody to be confused in expressing the ideas, opinions, and feelings either oral or written. Grammar is one of the language aspects which is taught to every language learner. Some people or students who have lack of knowledge in grammar, of course they are going to get confusion in understanding how many the different meaning of a verb. Grammar as a basic knowledge and as an important role in understanding English. It means that grammar is not only needed by young learners who study at school but also every people who want to learn it, included on applying modals.

According Michael Swan "modal auxiliary verbs are the verbs can, could, may, might, will, would, shall, should, must and ought to. They are used before

¹ Scott Thornburry, *How to teach grammar* (England: Pearson Education Limited, 1999), p. 1

the infinitives of other verbs, and add certain kinds of meaning connected with certainty or with obligation and freedom to act".² While Betty Schramfer's statement, that the "modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, would. She said the modal auxiliaries generally express a speaker's attitudes, or "moods". For example, modals can express that a speakers feels something is necessary, advisable, permissible, possible, or probable".³

Thus the modals or called modal auxiliary verbs have more than one meaning and also complex. Some modals have to be expressed with other auxiliaries in negative form, such as have to become needn't, must become needn't. Though modals are used only with simple form of the verb, but in fact the students still have difficulties on applying modal auxiliaries in a sentence. It sometimes caused by some of failures such as the limited time for English class, too many students in class, and the social situation which is not conducive to learn English.

Eventually, the true statements are modals or modal auxiliary verbs have no infinitive and the third person singular without "s". Therefore, an English teacher should consider their teaching technique and any other factors that can support the success in teaching. In this case, the technique of teaching is very important to help the students in learning English. Basically, all teachers and students wish to get a success in teaching and learning process. Every teacher

² Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 1980), p. 333

³ Betty Schramfer Azhar, *Understanding and using English grammar second edition* (New Jersey: Prentice-Hall, 1989), p. 68

wants their students are able to develop what they have learned. Even it looks so simple thing, but as we know that teaching is not an easy job.

So that, many teachers have developed the teaching methods and approaches to help the students. However teaching in front of the class depends on the teachers and also the technique in teaching it selves. Teacher should make a plan for teaching activities. To know whether the teaching and learning process success or not, the teacher should evaluate the students' achievement. Every teacher in higher education wants their students to understand the important concept which is taught, but many students are not able to accomplish their goals.

In this case, the researcher thinks more about the advantage in learning modal auxiliaries in junior high school. The researcher chose MTsN Mojoroto because the students there still too poor in building English especially on applying modal auxiliary.

B. Statement of the Problem

The problem of the study of course has to be solved. Therefore, based on the background of the research above, the statement of the problem of this research is:

1. What are the problems faced by the students in applying modal auxiliaries at eighth grade of MTsN Mojoroto Kediri?
2. What are factors causing the problems?

C. Objective of the Study

Based on the statement of the problem above, the researcher has the objective of the study. The objective in this research is:

1. To describe the problems faced by the students' in applying modal auxiliaries at eighth-graders of MTsN Majoroto Kediri.
2. To describe the factors causing the problems.

D. Significance of the Study

The result of this study is expected to be useful. Therefore, it is wished to be able to give contribution for the English teacher, the students, and the school too.

1. For the English teacher, the theoretically result of this study is intended as a consideration for English teachers to increase the students' ability on applying modal auxiliary and to improve the quality of teaching and learning English process. While the practically result of this study is decrease the students' errors on applying modal auxiliary.
2. For the students, it hopefully could give theoretically information to the students on applying modal auxiliary, so that the students will be able to use either written or spoken English.
3. For the school, it can be basis to evaluate the English teaching and learning process.

E. Scope and Limitation

This research is conducted to describe the problems on applying modal auxiliaries made by the eighth-graders of MTsN Majoroto Kediri. This research is limited to the students in class VIII. The researcher chose class VIII, because this class had studied the theory about modal auxiliary more than first-graders, but they still have made many mistakes in using it.

F. Definition of the Key Terms

In this study the researcher gives definition about some terms in order to avoid misleading. The definition is as follow:

1. **Modal auxiliary** are the verb auxiliary can, could, may, might, will, would, shall, should, must and ought to. They are used before the infinitives of other verbs, and add certain kinds of meaning connected with certainty or with obligation and freedom to act.⁴
2. **Problem** is something that difficult to be solved. It can be what you want to know more about the gap of someone.
3. **MTsN Mojoroto** is one of the Islamic junior high school in Kediri. It is located at Jln. Sersan Bahrun no. 11 RT/RW: 01/02, district of Mrican and sub-district of Mojoroto.

⁴ *Op.cit.* p. 333