

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

English is an international language and become the most widely used by the citizens of the world. This is evident when there are two people from different countries meet, they will use English to communicate and talk. In Indonesia, English language is a foreign language. So, not many peoples use English to communicate. They will be more in their respective regions, because almost every region has the local language, we will be difficult to find people of Indonesia who can use English well.

In Indonesia English languages had been taught since primary school and middle school even high school but in the fact, the students of Indonesia still difficult to mastering English language especially in grammar. Besides mastering grammar is important for us, because grammar is one of foundation to use English well.

When the students learnt grammar the students find many materials, one of them is modal auxiliary. Modal auxiliary verb is a verb that is used with another verb to express mood or tense. In English the most common modal auxiliaries can, could, may, might, must, ought, shall, should, will and would. Also called modal.

Daar el-khairat is one of boarding school that located in cikande, every day the students of daar el-khairat used English and Arabic as daily language, so that

they have been habitual in English, but they still find it hard to understand English especially in learning grammar, based on my observation in MTs Daar el-Khairat the students are having difficulties on grammatical usage, because grammar is not an easy lesson, especially for second grade in Junior High School. The students still find difficulties on grammar usage especially on modal auxiliary used.

Generally, there are many ways and techniques in developing students' ability on using modal auxiliaries. Nevertheless, teachers are sometimes not aware of appropriate technique application in teaching learning process.<sup>1</sup> Developing students' ability on using modal auxiliaries can employ some techniques and strategies. However, in this research, the researcher is interested in teaching modal auxiliaries by using cue card because the researcher believes that it can be more effective to make students understand about modal auxiliaries.

Based on the background of the study above, the writer is interested in developing the students' ability on the use of auxiliaries, thus this research is entitled **“DEVELOPING STUDENTS' ABILITY IN USING MODAL AUXILIARY THROUGH CUE CARD”**. In Second Grade of junior high school MTs Daar el-Khairat Cikande Serang.

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<sup>1</sup>David Wood, *How Children think and learn*. (Oxford, UK:Blackwell LTD : 1998) P 43

## **B. The Statements of the Research**

Based on the background of the study above, the researcher would like to formulate the problem as follows:

1. How is the students' ability in using modal auxiliary?
2. How is the application of cue card in developing students' ability in using modal auxiliary?
3. How is the effectiveness of using cue card in developing students' ability in using modal auxiliary?

## **C. The Aim of the Research**

The purpose of this research is to make description that can give the clear explanation about:

1. To develop students' ability in using modal auxiliary
2. To know the application of cue card in developing students' ability in using modal auxiliary
3. To know the effectiveness of using cue card in developing students' ability in using modal auxiliary

## **D. The Organization of Writing.**

This paper consist V chapters are:

**Chapter I** is an introduction which consists of background of the study, the formulation of the study, the aim of the study, and the organization of writing.

**Chapter II** is theoretical framework which consists of theoretical Frame works, study question, and relevant reference library.

**Chapter III** is the research methodology which consist the research methodology, the objective of the research, the place of time, the technique of data collecting, and the technique of data analyzing.

**Chapter IV** is the research finding and discussion which consists description of data, description of data analyzing.

**Chapter V** chapter is conclusion and suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 1. Modal Auxiliary

##### a. Definition of Modal Auxiliary

To know definition modal auxiliary is not difficult because in English book especially in grammar book there are many authors that explained about it. As some definitions below:

Richard Nordquist states, modal auxiliary is a verb that combines with another verb to indicate mood term or tense term. A model also known as a modal auxiliary, expresses necessity, uncertainty, ability or permission.<sup>2</sup> Modal auxiliary is part of auxiliaries that used for helping verb and modifying the meaning of verb. Modal auxiliary is expressing the feeling someone.

Other expert, Michael Swam argue that modal auxiliary generally express a speaker's attitude, or mood. For example modal can express that a speaker feels something necessary, advisable, permissible, possible, or probable; and in addition they can convey the strength of these attitudes.<sup>3</sup>

These auxiliaries add to verb a special semantic component such as ability, permission, possibility and necessity some of the modal auxiliaries express, the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood).

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<sup>2</sup> Richard Nordquist

<sup>3</sup> Michael swam, *practicle English usage*, (oxford:oxford university press.1980),p.90

Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb (*may offer and might offer*), the progressive form (*may or might be offering*), the perfect form (*may or might have offered*) or the passive form (*may or might be offered*).

From the explanation above we can take the conclusion that modal auxiliary is functional words that help verbs to express specific meaning such as ability, probability, possibility, obligatory, etc.

#### **b. Kinds Of Modal Auxiliary**

According to Betty Schramfer Azhar, the kinds of modal auxiliary can be divided into two kinds, **first** modal auxiliary with different meaning such as; can, could, may, might, must, ought to, shall, should, will and would. **Second**, modal auxiliary with similar expression, such as; be able to, be going to, be supposed to, be to, have to, used to.<sup>4</sup>

Modal can be grouped into:

1. Permission : authorization to do something
2. Ability : the quality of being able to do something
3. Possibility : the fact or state of being possible
4. Obligation : a social, legal, or moral requirement
5. Necessity : the condition or quality of being necessary
6. Volition : the act of making a conscious choice or decision

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<sup>4</sup> Betty Schramfer Azhar, *understanding and using English* grammar....,p.68

7. Prediction : the act of predicting

### **Conveying ability**

The modal can conveys ability now (in the present), and could conveys ability before (in the past). These words deliver the meaning “able to” for the future, use will be able to.

e.g. : we **can** work late tonight. (can conveys present ability)

I **could** work late tonight, too. (could conveys past ability)

### **Conveying necessity**

The modal must and have to convey a need to do something. Both must and have to are followed by the simple form of the main verb. In the present tense, have to changes form to agree with its subject.

e.g. : you **must** leave before midnight.

She **has to** leave when I leave.

### **Conveying advisability**

The modals should and ought to express the idea that doing the action of the main verb is advisable or is a good idea.

e.g. : you **should** go to class tomorrow morning

In the past tense, should and ought to convey regret or knowing something through hindsight. They mean that good advice was not taken.

e.g : you **should have** gone to class yesterday.

I **ought to** have called my sister yesterday.

The modal had better delivers the meaning of good advice or warning or threat. It does not change from tense.

e.g. : you **had better** see \the doctor before you cough gets worse.

### **Conveying possibility**

The modals may, might, and could can be used to convey an idea possibility or likelihood

e.g. : We **may** become hungry before long.

We **could** eat lunch at the dinner next door

For the past tense form, use may, might and could, followed by have and the past participle of the main verb.

e.g. : I **could have studied** French in high school, but I studied Spanish instead.

### **Conveying probability**

In addition to conveying the idea of necessity, the modal must can also convey probability or likelihood. It means that a well informed guess is being made.

e.g. : Marissa **must** be a talented actresses, she has been chosen to play the lead role in the school play.

When must conveys probability, the past tense is must have plus the participle of the main verb.

e.g. : I did not see Boris at the party, he **must left** early



## c. The Pattern Of Modal Auxiliary

### 1. Can / Could

*Can* and *could* are modal auxiliaries that used to express **ability** and sometimes **permission** (in informal speech). Like other modal auxiliary *can* and *could* are usually placed after the subject of the sentence in positive sentence and modal need “not” between modal and verb and modal usually placed before subject in interrogative sentence

*Can* expresses the present ability and *could* expresses the past ability. In expressing the ability, "*can and could*" can be replaced by the phrase *be able to*.

e.g. *Clarissa can swim (present ability) → Clarissa is able to swim*

*Dea could sleep well (past ability) → Dea was able to sleep well*

*Liana can go now (giving permission)*

*Can I borrow your book? (asking permission)*

### 2. May/Might

*May* and *might* are used to express **possibility** and **permission**. In expressing possibility, they can be replaced by the words "*possible, probable, and perhaps*". In expressing permission, they can be replaced by the phrase "*be allowed to*" and "*be omitted to*".

e.g. *He might be sick (possibility) → perhaps he was sick In that day,*

*any one might enter this building (permission)*

*You may leave now (permission) → you are allowed to leave now*

*They left Medan one hour ago, they **may** be at Berastagi right now.*

### 3. Will/Would

*Will / would* are used to express **prediction** or the action in the future. In certain context, *will* and *would* are virtually interchangeable, but there are differences.

The Functions of "Will"

1. To express willingness

*- **I'll** wash the dishes if you dry*

*- We're going to go to the movies. **Will** you join us?*

2. To express intention (especially in the first person)

*- **I'll** do my exercise later on*

3. To express prediction

*- The meeting **will** be over soon(specific).*

*- Humidity **will** ruin my hairdo( Timeles).*

*-The river **will** overflow its banks every spring(Habitual).*

The Functions of "Would".

1. To express willingness

*- **would** you turn on the light*

2. To form subjunctive mood

*- If she took the medicine, she **would** feel better (present unreal)*

*- If you had asked for it, you **would** have received it (past unreal)*

3. To express past custom  
- Rini **would** spend her holiday in hawai
4. Combined with rather to mean prefer  
- He **would** rather go to the club.
5. In if clause, with the sense of he willing to  
- If you **would** be so kind, open that gate for me.
6. To mean desire or volition  
- She **would not** have anyone think bad of her.
7. To mean probability  
-That is what everyone **would** do in this situation.

#### 4. Shall/Should

"Shall" is used to express **necessity** and indicate that an action will occur in the future. "Shall" is regularly used only in two situation in present day spoken English.

1. When another person is being asked to participate, in making a decision.  
-**Shall** we watch movie tonight?
2. When regulation is being state in formal language.  
-Each member **shall** pay his dues on the first Monday of each month.

"Should", in modal auxiliary, is not really the past form of "shall" which occur in tense auxiliary. "Should" here is both the present and past form. "Should" usually occur in statements about one's duty or one's advantage which one is free to accept or reject. The exact functions are as the following:

1. To express obligation

*Should* deals with what one is expected to do. It shows a less obligation than *must*.

-Anita ***should*** help Rini

2. To express advisability

It deals with what is wise for one to do.

-Ardy ***should*** tell His feeling to me.

3. To express expectation

*Should* suggest a reasonable degree of probability but only when the idea of expected is possible.

-They ***should*** be coming now (present)

-They ***should*** have come by now (past)

4. To form subjunctive Mode

In traditional grammar, "should" is classified as the conditional tense and the past "should" have plus a lexical verb is considered the conditional perfect tense. This conditional form is required for the verb in the main clause of a sentence with an if unreal condition.

-If she were a good girl, she ***should*** come when you were sick (past unreal)

**5. Ought to**

*Ought* regularly has the to-infinitive. "*Ought to*" is used to express the necessity.

*-He **ought to** study harder*

*-You **ought to** listen to your teacher.*

## **6. Must**

"*Must*" is used to express **obligation** and **necessity**, it can be used in some cases, such as:

1. To express necessity or compulsion.

*- You **must** study hard (necessity)*

2. To express purpose or certain will.

*- I **must** fixed it up before I go to the campus.*

*- I **must** marry her, in all risk.*

3. To express duty or obligation.

*- Everyone **must** pay taxes to the government.*

*- All students **must** do their homework.*

4. To show a strong possibility.

*- Rini looks so sad today. She **must** have broken heart.*

*- Anita was late. **He** **must** have got a traffic jam.*

## **7. Used to**

"*Used*" always takes the to-infinitive and occurs only in the past tense. This auxiliary is used to express an action that took place in the past, perhaps customarily, but now that action no longer customarily takes place.

*-My father **used to** play badminton very well.*

*-He **used to** work in that office.*

"Used to" as an auxiliary for the past custom must be distinguished from "be used to". In this phrase, *used* is an adjective synonymous with *accustomed* and *to* is a preposition.

*-Tila is **used to** (accustomed to ) seeing me every Sunday.*

## **8. Be to**

Auxiliary "be to" can be used in some cases, such as:

1. To show the meaning of be required to or be expected to

*-People **are to** give their support to Indonesian team*

2. To form the meaning of hope to

*-If I **am to** say love to you, you should be mine*

3. To form the meaning of be destined to (a future outcome)

*-He **is to** become the president of this country.*

Auxiliary "be supposed to" can be used:

1. To show the meaning of it is believed that.

*-I **am not supposed to** love you anymore*

2. To show the meaning of be required to

*-We **were supposed to** come to her house yesterday*

3. To show the meaning of planned or schedule.

*-The train **is supposed to** leave late night.*

## 2. Cue Card

### A. Definition Of Cue Card

There are many kinds of media that are commonly used in English teaching and learning process. One of them is cue card. Teachers can use cue card as the media to help students in improving grammar ability especially auxiliaries. According to some experts cue card is media that can help when they deal with grammar developing.

Mora explains that cue card is a medium with pictures or words that contain clues.<sup>5</sup> It is useful when students learn grammar lesson especially learn auxiliaries such as analyze auxiliaries in the word that written on the cue card.

The similar definition is also stated by harmer, assessing that cue cards are cards with word and picture on them.<sup>6</sup> He argues that cue cards will help students in the form of word or phrase even sentence when they are involved in analyzing grammar.

Bazo states that cue cards are small photos or pictures that are stucked into the cards.<sup>7</sup> It is kind of flash cards with images. Both teachers and students can make the cards by themselves or modify the cards by adding some pictures, photos even words.

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<sup>5</sup> Edmundo Mora, *Using Cue Cards to foster Speaking and Reading*. EnglishForum. 1994

<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching (4th Edition)*. Essex: Pearson Ed. Ltd. 2007

<sup>7</sup> Placido Bazo, *Cue Cards: Some Ideas for Using Them in the Primary Classroom*. (Online). Available: <http://iteslj.org/Techniques/Bazo-CueCards.html>. (March 2007)

In TKT glossary of ELT, cue card is defined as words or pictures that are used to prompt or encourage learners to produce particular language during a controlled practice activity or drill.

Cue card as the supported media in teaching and learning English can be used by several ways individually, pair work and group work. Cue card can also be functioned as small cards that have pictures or photos complete by word as the cues.

### **B. The Reason Of Implementing Cue Cards For Developing Students Using Auxiliary**

Since English is considered as the second language, there are many difficulties that are faced by students. One of difficulties is using grammar especially using modal auxiliary. Students usually confused to used model auxiliary correctly, the students still many wrong when them use modal auxiliary. Example “I ” many students write by “I ”. To solve those problems, applying appropriate media is mostly recommended. Similarly, hamalik states the purpose of using media is to motivate students during the learning process.

### **C. Class room activity by using cue cards**

The first activity is “arranging the word” this activity can be done in pairs. Teachers prepare 20 cards and each card contains two sentences, one word is modal auxiliary and the other is not modal auxiliary. One student



takes and looks at it and showing the card to the partner and he/she choose the sentence that contains auxiliary sentence.

The second activity is “looking for your partner” this activity is similar to the previous one that is matching activity. Teachers prepare the cards that contain sentence and the kinds of modal auxiliaries than students divided into two groups, the first group accepts the card which contain sentence and the second group accepts the card which contain auxiliary and both of groups looking for the partner that hold of suitable card. Example the first one hold the card contain sentence” you... student”, and the other hold the card contain auxiliary “are”. So the first one that hold the card contain “you... student” should to look for the partner that hold the card contain “are”.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. The Research Methodology

In this research the researcher will use classroom action research as method to know the real data that got from respondent. Action research is the research through which people or teacher work toward the improvement of their own practice.

According Kemmis and McTaggart in David Hopkins book describe that action research is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out<sup>8</sup>

To do action research requires choosing the type of inquiry in which to engage from among various forms and paying careful attention to several aspects of the action research process. Action research starts with classroom situation that teachers find unsatisfactory and in need improvement. The process consist of isolating a problem for inquiry, talking action, collecting data, observing what happens, and then reflecting on the whole process before recycling in to further study.<sup>9</sup>

Classroom action research has some procedures should to carries out when doing research, there are four procedures to conduct the action research they are as follows: the planning, action, observation and reflection.

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<sup>8</sup> David Hopkins. *A teacher's guide to classroom research* (open University Press : McGrawHill,2001) p.48

<sup>9</sup> Richard arends, *learning to teach*(Boston : published by McGrawHill, 2004)p.506

a. Planning

In this section the researcher is conduct treatments or after making sure about the problem of the research, the researcher make a preparation before doing in action research like take an interview to the English teacher, create lesson plan and prepared some material that will be used in process learning such as word and picture.

b. Action

In this section the researcher is apply the action, the researcher entering to the class and teach the students with the material about modal auxiliary and using cue card as the media, the researcher is teach the student refer to the lesson plan and the result of interview to the English teacher.

c. Observing

In this step, the researcher has to observe all event or activities during the research. The researcher observes all situations during activities in learning, response and attitude of students when they are given explanation, doing tasks, and to know their difficulties.

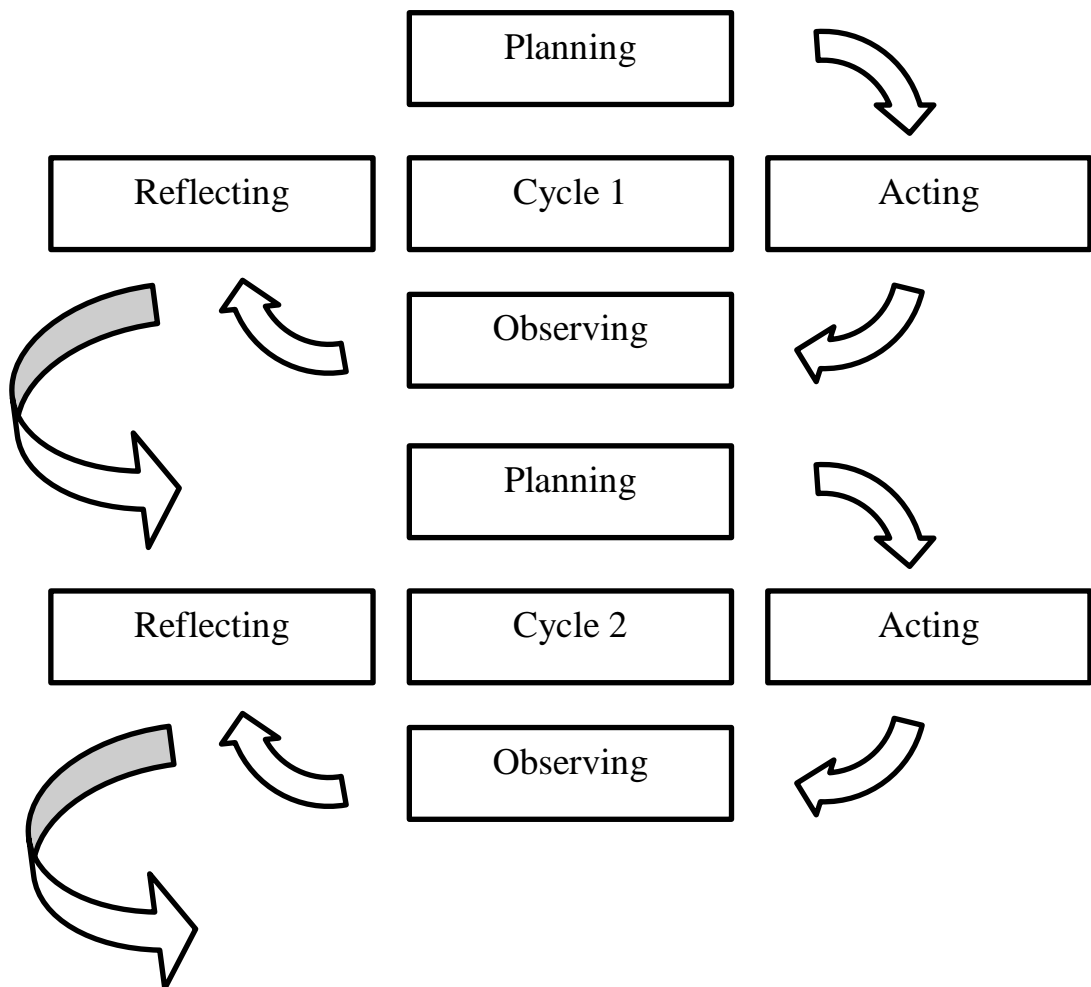
d. Reflecting

Reflecting is the inspection effort on the success or the failure in teaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

The researcher is begins by planning to planning an action to address a problem, issue or question in his or her own context. This action is then carried out. The next step is systematic observation of the out- comes of the

action. After observing the result of the action the researcher reflecting on the out- come and plans a subsequent action, after which the cycle begins again.

To be clear here is the figure of action research:



The procedures above are steps that are done by the researcher:

Planning

1. To get legal permission from the school to conduct this action research.
2. To identify and analyze the problem about the problem is researched. In this research the researcher identifies the problem which is arising in using auxiliary.
3. To know the medium of English teaching which used by English teacher.
4. To determine the medium that will use in learning process. The medium that will use by researcher is cue card.
5. To prepare the source of the study and instrument like lesson plan and test.
6. To design evaluation tool of students ability in using auxiliary.

#### Cycle 1

1. After known the information of condition in teaching and learning process, the researcher conduct classroom action research.
2. Observing activity that is focused on how far understanding student in using auxiliary using cue card.
3. Evaluating the result of the practice and analyze the data on the basic of the format arranged. That is know how far the effectiveness and achievement of the practice as well as to know the difficulties of using this medium of study.
4. Renewing the technique of the study based on the previous evaluation and observation.

5. Reflection 1, in this step the researcher set the new design to renew action that will be done in the cycle 2.

#### Cycle 2

1. Familiarizing the text about auxiliary
2. Observing activity that is focused on how far the effectiveness of this activity for the purpose of developing students' ability in using auxiliary.
3. Evaluating the result of the practice and analyze the data on the basic of the format arranged. That is know how far the effectiveness and achievement of the practice as well as to know the difficulties of using this medium of study in cycle 2.
4. Renewing the technique of the study based on the previous evaluation and observation.
5. Reflection 2, in this step the researcher set the new design to renew action that will be done in the cycle 3.

#### **B. The objective of The Research**

This research is aimed to develop students' ability in using auxiliary by giving them comprehend deeply about auxiliary using tool that named cue card.

#### **C. The Place of time**

The location of this research is MTS. Daar el-Khairat Cikande, Serang-Banten. I choose this location because this school is Islamic boarding school, so the students are habitual to use English language in their daily activities.

#### **D. The Technique Of Data Collecting**

Collecting data is important of this research. Below are some steps that used in this research in order to get valid information that will support the research.

There are:

##### 1. Observation

Observation is data collecting technique through observing this systematically toward phenomena that to be researched. The purpose of this observation is asking permission of the head master to do research at his place, by observation the writer can know the situation of the population and sample directly is available or not. Other activity, the writer observes a method or technique that used by English teacher in teaching grammar especially on using auxiliary at second grade of Islamic junior high school Daar El-Khairat cikande.

##### 2. Interview

Interview is the way or the method of data collecting in which the research asks the information directly. The writer interviews the teacher before applying classroom action research. It is to know general description about process of learning English, to know the students' difficulties in identifying main ideas of paragraphs, to know the students' situation in process of learning English and the method or any strategies

usually implemented by the teacher in teaching auxiliary. The writer also interviews the teacher to know his reaction toward the suggestion of cue card technique of classroom action research.

### **3. Test**

As the study of this research is to developing students' ability in using auxiliary using cue card by adopting the management of classroom interaction, the technique also use to collect the data is test from giving question about auxiliary.

In this research used appropriate, question and answer. Reliability of a test can be reached if some result are obtained whenever it is administered. A test will not fluctuate very much so that we may know that the score obtained from the student pretty close to the score she would obtain if we gave the test again. If it does, the test is reliable.

### **4. The Technique Of Data Analyzing**

To analyze data the researcher will apply the following technique:

1. Preparing the text.
2. Preparing the question to measure the development students' ability in using auxiliary.
3. Correcting and scoring the students answer.
4. Computing the students test percentage of the correct answer on test



5. The students' scores used determine the level of their ability in using auxiliary. To score the right answer of the students, the researcher use the

$$\text{formula : } S = \frac{R}{N} \times 100\%$$

S : Students score

R : The sum of the right answer

N : The number of case

6. To interpret the student score, the researcher determine by using scale, internal scale, ordinal scale and nominal scale. For this reason the researcher use it has the measurement tool student ability, the levels to group student scores:

Letter	Value	Description
A	90-100	Excellent/Extremely good
B	75-89	Good
C	60-74	Fair/satisfactory
D	45-59	Low/almost satisfactory
E	0-44	Extremely low

To find the mean score, the researcher use the formula as follow:

$$M = \frac{\sum f x}{N}$$

M : Mean score

X : The student score

N : Number of student

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