

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowdays, English is widely used by many countries for different purposes, like trades, politics, science, education, etc. In Indonesia, English is regarded as a foreign language, which is important to be learnt. The Indonesian government has decided to treat English as a compulsory foreign language subject for formal education from the elementary up to university. Besides, Indonesian government stated that English has played three major roles in supporting Indonesian National developments. First, English as a means of communication with other nations. Second, English as an aid to develop this country into a modern nation. Third, English as a means for transferring science and technology for national development (Hartoyo, 2006).

To master English, students should master four English skills and language components. The four English skills are listening, reading, speaking and writing. Meanwhile, vocabulary, grammar, and pronunciation are under the so called "language components". As one of the language components, namely grammar, should be mastered by students. Knowing grammar means knowing language accurately. Making sentences according to rules of the language is required from those who learn English. In other words, sentences must be constructed in line with rules of language. According to Ur (1988), grammar is

roughly defined as the way language manipulates and combines words in order to form longer units of meaning”.

There are many kinds of materials to be learnt by students in grammar, such tenses, sentence patterns, modal auxiliary, etc. The study of modal auxiliary appears in Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 which has been integrated with functional text such as expression of command, request, invitation, etc.

Ideally, students at eighth grade of Junior High School have to master the function and the form of modal auxiliary. Beside modal auxiliary has been stated on Standard of Competency and Basic Competence (SKKD) in curriculum KTSP 2006, but more importantly, modal auxiliary is very commonly used when speaking or writing in English.

On the contrary, the student at eighth grade of SMPK Nirmala Jopu still frequently make mistakes in using modal auxiliary verb, especially *will* and *would*. Based on the interview with the teacher on 3rd of June 2012, it is found that common mistakes often made by the students in using modal auxiliary verb “*will*” and “*would*” are:

- She wills help me.
- If I have time I would to go to your house.

Those sentence above must be written as following:

- She will help me.
- If I had time I would go to your house.

The problems occur because of the following reasons, such as: first, the students are not too courageous in learning grammar, the students do not really know the function of the setence where in a modal auxiliary verb is used. Second, most of them understand that“modal auxiliary” is the same as “full verb”. The example of full verb is verb be (am, is, are) as full a copula between the subject element and complementary elements subjects. This is the reason why they usually use to *infinitive* after modal auxiliary verb.

To solve students’ problems, the writer intends to propose an appropriate way to improve students’ understanding of modal auxiliary verbs, especially on *will* and *would*. It is through Contextual Teaching and Learning (CTL) method. According to Johnson, “Contextual teaching and learning is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, which is with the context of their personal, social, and cultural circumstances”. Through relating the subject to students’ real situaion, hopefully students are able to understand modal auxiliary verb of *would* and *will* easily, because students will discover meaningful relationship between abstract ideas and practical applications in the context of the real world.

The title of this research is **Improving Student's Ability In Using Modal Auxiliary Verb "Will" and "would" By Using Contextual Teaching and Learning Method (CTL), (A Classroom Action Research at Eighth Grade of SMPK Nirmala Jopu, Ende In the Academic Year 2014/2015).**

1.2 Statement of the Problem

To make the study easy to the understand. The writer formulates the problem as follows:

1. Can contextual teaching and learning improve students' ability in using modal auxiliary verbs especially *will* and *would*?
2. To what extent does contextual teaching and learning improve students' ability in using modal auxiliary verbs especially *will* and *would*?

1.3 Objective of the Study

The aim of the research to know whether contextual teaching and learning method improve students' eighth grade of SMPK Nirmala Jopu in ability in using modal auxiliary verb "will" and "would".

1.4 Significance of the Study

The result of finding are expected to provide useful information about the implementation of CTL in teaching Modal Auxiliary Verbs *will* and *would*, at SMPK Nirmala Jopu. Besides, the findings can contribute into two groups of people such as English teacher and the writer.

For the English teacher, by implementy Contextual Teaching and Learning (CTL) in teaching modal auxiliary verbs *will* and *would*, it can improve the quality of his teaching strategies to make students easy in learning English.

Moreover, for the writer it is intended to know about the factual conditio in which the contextual teaching and learning (CTL) is applied as a method in English teaching learning activity.

1.5 Scope and Limitation of the Study

Based on the background above, the researcher limits the research focus in improving student's ability in using modal auxiliary verb "will" and "would" by using contextual teaching and learning method. The research focus at student eight grade of SMPK Nirmala Jopu.

1.6 Definition of Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definition of the terms used in the title of the study. Those are:

1. Improving

Improving comes from English word “improve” and based on the *oxford dictionary* (2007), *improve* is become or make something better.

2. Auxiliary Verb

Based from Wikipedia, Auxiliary verb is a verb that adds functional or grammatical meaning to the clause in which it appears.

3. Contextual Teaching and Learning

contextual teaching and learning is a conception of teaching and learning that helps teacher relate subject matter content to real world situation and motivate students to make connections between knowledge and its applications to their lives as family members, citizens and workers and engage in the hard work that learning requires (Berns, 2001).

4. Teaching

Teaching is derived from the word “teach“. Teaching means a college or school offering courses in technical subject (Hornby 1995: 1226). According to Brown, (2000:7) teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In

this study the writer will teach the eighth grade students of SMPK Nirmala Jopu.

5. Learning

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

6. SMPK Nirmala Jopu

SMPK Nirmala Jopu is one of the Junior High Schools which located in Ende district, particularly in Wolowaru sub district, which the writer used as the location of the study.