

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

When doing his teaching practice at Santa Maria senior high school, the writer experienced that the first grade students were already cognitively prepared to comprehend the explanation of the teacher concerning the Simple Present and Present Progressive Tenses. This was proven from their ability to do the exercises on those two tenses. However, it was found out that they got difficulties when the exercises were contextual. The situation is quite alarming considering that the problems of the standardized exam are contextual.

After consulting the problem with the English teachers of Santa Maria Senior high school, it was suspected that the problem must have occurred due to the absence of appropriate media, which can aid them in giving a model how to put correct tense in the context.

It is believed that media can be used as good tools to assist the English teachers and the foreign language learners during the teaching and learning activities. Thus, looking at the cause of the problem, it is necessary to present the materials to the students by using appropriate media so that they can understand how to put tenses in context better. There is a wide variety of media that can be used in teaching and learning grammar such as video, pictures, short stories, tape, Over Head Projector, and computer. The media suggested in this present study is computer.

Hamalik (1982: 23) states that media are aids, methods, and techniques that are used to make communication and interaction between the students and the teachers in the teaching and learning process, and Soeparno (1980: 13) adds that they are very important since they function as channels to communicate messages or information from resources to receivers.

Computers in this study can be very useful in the teaching learning process. According to Culp and Hurbert (1986), computer is a great tool that may help people do certain activities fast and accurately. With its great accuracy and speed, computers also allow teachers and students to do certain educational processes more effectively.

Considering the helpfulness of computer program, this study was aimed at trying out the teaching of Simple Present Tense and Present Progressive Tense by using it as the media in order to find out whether the students would be able to cope with the contextual-based problems better.

1.2. Statement of the Problem

Many researchers have done many ways of teaching Simple Present and Present Progressive Tense (by using video, pictures, short stories, tape, Over Head Projector) and the results are satisfying. However, in this study, it is believed that computer, as one of good audio-visual media, can have a powerful impact in the teaching and learning process. In order to prove the hypothesis, this study is focused to find the answer of this following question:

“Is there any significant difference between the Simple Present Tense and Present Progressive Tense achievement of the students taught with computer and those taught without computer?”

1.3. Objective of the Study

In line with the problem formulated above, this study aimed at finding out whether the students taught with computer obtained better achievement on the Present Tense and Present Progressive Tense than those taught without computer.

1.4. The Hypothesis

Based on the problem mentioned above, two hypotheses were generated:

1. The Alternative Hypothesis (HA)

There is a significant difference of the Simple Present Tense and Present Progressive Tense achievement of the students taught with computer and those taught without computer.

2. The Null Hypothesis (HO)

There is no significant difference of the Simple Present Tense and Present Progressive Tense achievement of the students taught with computer and those taught without computer.

1.5. Significance of the Study

In writing this paper, it is expected that the result of this study will contribute both to the English teachers and to the field of teaching English as a

foreign language. English teachers can use computer-assisted language learning which can lead students to improve their ability in mastering the tenses.

Furthermore, it is also expected that the results of this study can give encouragement to the school authorities to provide the school with an up-to-date computer program that can help the students improve their English better.

1.6. Scope and Limitation

As the title is “The Effect of Teaching Simple Present and Present Progressive Tense through Computer on the students’ Achievement of these Tenses”, this study was focused on the effect of computer on the students’ achievement of the Simple Present and Present Progressive Tense.

This study was limited to the first grade students of Santa Maria Senior High school Surabaya of the academic year of 2005–2006.

1.7. Theoretical Framework

Since this study deals with the teaching of grammar with computer, it is necessary to refer to theories related to language learning through computer and the theory of grammar teaching.

According to Wyatt (1984:6), the use of computer in language learning has the potential to play a large number of different roles in ESL since it plays the roles of instructor, and collaborator.

Moreover, Young (1986:180) states that a computer is preferable due to its combination of various capabilities; sounds, graphics, interaction, evaluation,

adaptive instruction, etc, which cannot be found among any other media (projector, tape recorders, textbooks, etc).

The second one is the theory of grammar teaching. According to Scrivener (2003), in teaching grammar, teachers must guide learners to pass through four stages if they are to master a new grammar item successfully. Learners must first notice the item. Secondly, they must begin to understand it in terms of form, meaning and use. In third place, they need to try it out within a controlled environment, so that they can make mistakes and receive support. Finally, they need opportunities to use the new language in different situations.

1.8. Definition of Key Terms

❖ Effect

Hornby (1986:329) defines effect as a change produced by an action or a cause.

❖ Teaching

Brown (1980:6) defines teaching as showing or helping someone to learn how to do something so that he, later, will be able to do it by himself.

❖ Present Tense

Present tense is the tense of a verb that expresses action or state in the present time and of what is habitual characteristic or is always necessarily true (Webster, 1986: 1794 and Frank, 1972:68).

❖ **Present Progressive**

Present progressive is the tense of a verb that expresses action or state that is true or in progress at the time of speaking (Webster, 1986: 1794 and Azar, 1993:11).

❖ **Computer**

A computer is a device or machine for making calculations or controlling operations that are expressible in numerical or logical terms (<http://en.wikipedia.org/wiki/Computer>).

❖ **Achievement**

Achievement is the term used to describe performance in the subjects of the given curriculum (Page and Thomas, 1979:10).

❖ **Tense**

According to Swan (1988:704), tenses are the verbs form which show differences in time. They are formed either by changing the verbs (For example, know, knew; work, worked) or by adding auxiliary verbs; modals and has/have/had.

1.9. The Organization of the Thesis

This thesis comprises five chapters. Chapter one deals with introduction, statement of the problem, objectives of the study, significance of the study, scope and limitation, theoretical framework, and definition of the key terms.

Chapter two is the review of related literature. It conveys some related literatures and previous studies that are related to the present study.

Chapter three, the research method, consists of the research design, subject of the study, research instruments, data collecting procedure, and the data analysis procedure.

Chapter four deals with the findings of the study. It deals mainly with the findings of the study and its interpretation.

Chapter five discusses the conclusion and suggestion. This last chapter is divided in three sections, conclusions, suggestions, and recommendations for further studies.