

**THE EFFECT OF COMPUTER ASSISTED INSTRUCTION (CAI)  
ON THE PRESENT PERFECT TENSES ACHIEVEMENT OF  
THE ENGLISH DEPARTMENT STUDENTS OF  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

**A THESIS**

**As Partial Fulfillment of The Requirements for  
The Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



By

**Sugeng Harianto**  
**1213091074**

No. INDUK	2103/98
TGL TERBIT	10. 7. 98
<del>B.P.P.I</del> F.A.D.I.H	FKIP
No. EUKU	FK-ig Har eo-1
KCPI KE	1 (satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JUNE, 1998**

## Abstract

Harianto, Sugeng, 1998. "The Effect of Computer Assisted Instruction (CAI) on the Present Perfect Tenses Achievement of the English Department Students of Widya Mandala Catholic University Surabaya." Thesis, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.  
Advisor: Drs. Y.G. Harto Pramono, M.Pd.

To proceed the thesis written by Drs. Y.G. Harto Pramono, M.Pd (1996) which deals with developing software of computer assisted instruction for the students of Widya Mandala Catholic University Surabaya, the writer thinks that it is necessary to conduct a study which is intended to see the effect of computer assisted instruction on the students' learning achievement. As stated by Pramono (1996), students get difficulty in learning structure. One of the most difficult structural items encountered by most students of Structure II class lies on the ability to use the Present Perfect Tenses. This difficulty is also noticed by Allen (1959:85) who said that the present perfect is probably the commonest tense in the English language, but it is the one the student of English usually finds the most difficult to learn.

Through an experimental research design, this study is conducted to find out whether Computer Assisted Instruction can give better learning achievement to the students who learn present perfect tenses.

The students of structure II class from the academic year 1996/1997 is chosen as the subjects of the study. There are 63 students taken as the subjects of the study and are divided into three groups. One of the three groups of these subjects is made as the experimental group that is taught using computer assisted instruction, whereas the other two groups are made as the control groups that are taught the same topic using conventional instruction and textbook only instruction.

The data are collected through posttest and are analyzed using Analysis of Variance. The purpose is to see whether the gain obtained by the students in the experimental group is significantly different from the gains obtained by the students in the control groups.

The result shows that the gains obtained by the students among the three groups have no significant difference. Based on the finding of this study, it is

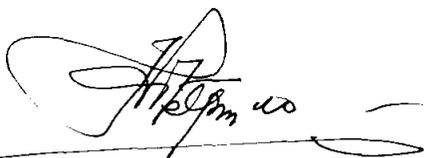
suggested that the quality of the computer assisted instruction software still needs to be improved.

Eventhough there is no significant difference among the three groups, computer assisted instruction still can be applied as teaching media because the students showed a great interest on it. Therefore, it is suggested that some other computer assisted instruction softwares be developed for other teaching materials in order to motivate the students in learning.

## Approval Sheet

(1)

This thesis entitled: "The Effect of Computer Assisted Instruction (CAI) on the Present Perfect Tenses Achievement of the English Department Students, Widya Mandala Catholic University Surabaya" is prepared and submitted by Sugeng Harianto has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor:



Drs. Y.G. Harto Pramono, M.Pd  
Advisor

Approval sheet  
(2)

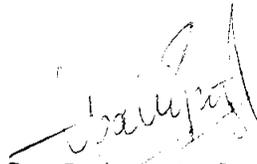
This Thesis has been examined by the committee on oral  
Examination with a grade of \_\_\_\_\_ on June 6th, 1998.



Dr. Agustinus Ngadiman  
Chair person



Drs. V. Luluk Prijambodo  
Member

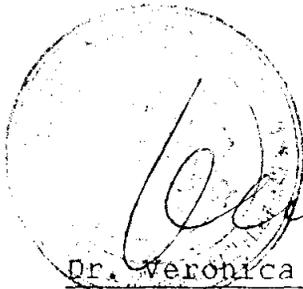


M.G. Retno Palupi, S.Pd.  
Member

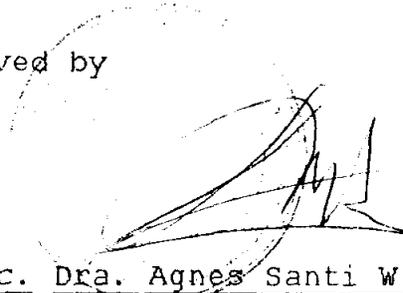


Drs. Y.G. Harto Pramono, M.Pd.  
Member

Approved by



Dr. Veronica L. Diptoadi, M.Sc.  
Dean of the Teacher Training  
Faculty



Dra. Agnes Santi W., M.Pd.  
Head of The English  
Department

## ACKNOWLEDGMENTS

First of all, the writer will praise and thank God who always leads and blesses him during the long days and night of writing this thesis so that it can be completed on time. His deepest and sincere gratitude also goes to :

1. Drs. Y.G Harto Pramono M.Pd, his single advisor who has spent his valuable time and has patiently given his valuable suggestion and guidance in writing this thesis.
2. The Head of English Department (1997) Dra. Magdalena I. Kartio M.A and the Head of the English Department (1998) Dra. Agnes Santi W, M.Pd for their help in granting all permission.
3. Dra. Penny Pratiwi, the Structure II lecturer who has given permission to do the research in her class.
4. All the second semester students who belong to the school year of 1996/1997, for their participation in helping him in collecting data for this study.
5. The lecturers who have guided him from the first semester until he has finished his thesis.

6. The administration staff, librarian, and the employees for their assistance and support during his studies at the English Department.
7. The writer's parents, brother and sister for their love and their financial support so he can finish his study at Widya Mandala University.
8. The writer's relatives, Mr. Bambang Irawan and Mr. Sutikno who have let him stay at their house.
9. The writer's best friend, Gunawan Yohanes, and all the writer's class mates (B Class).

Finally, the writer would like to thank everyone who has given his assistance in completing this thesis.

The writer

## TABLE OF CONTENTS

ABSTRACT .....	i
APPROVAL SHEET 1 .....	iii
APPROVAL SHEET 2.....	iv
ACKNOWLEDGMENTS .....	v
TABLE OF CONTENTS .....	vii

### CHAPTER I INTRODUCTION

1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 The Objective of the Study .....	4
1.4 The Significance of the Study .....	4
1.5 Theoretical Framework .....	5
1.6 Hypothesis .....	7
1.7 Methodology .....	9
1.8 Scope of the Study .....	10
1.9 Definition of the Key Term .....	10
1.10 The Organization of the Thesis .....	12

### CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Computer in Language Learning .....	13
2.2 Computer Assisted Instruction .....	17
2.2.1 The Principle of Computer Assisted Instruction .....	17

2.2.2	The Advantages of Computer Assisted Instruction .....	20
2.2.3	The Types of Computer Assisted Instruction .....	22
§ 2.3	Computer Assisted Instruction in the Teaching of Structure .....	24
2.4	Tense .....	27
2.4.1	Present Perfect Tense (simple) .....	27
2.4.2	Present Perfect Progressive .....	30
2.5	Related Studies .....	33

### CHAPTER III RESEARCH METHODOLOGY

3.1	Research Design .....	34
3.2	The Subject of Study .....	35
3.3	The Variables .....	36
3.4	Research Instrument .....	36
3.4.1	Validity of the Test .....	37
3.4.2	Reliability of the Test .....	39
3.4.3	The Level of Difficulty .....	41
3.4.4	Discrimination Index .....	43
3.5	Procedures of Collecting Data .....	45
3.6	Treatments .....	46
3.7	The Procedures of the Data Analysis .....	47

CHAPTER IV DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Data Analysis ..... 50  
4.2 The Result of the Analysis ..... 51  
4.3 Interpretation of the Findings ..... 52

CHAPTER V CONCLUSION

5.1 Summary ..... 56  
5.2 Suggestion ..... 58

BIBLIOGRAPHY ..... 59

APPENDIXES ..... 62