

**The Effect of Teaching Simple Present and Present  
Progressive Tenses through Computer on the Students'  
Achievement of these Tenses**

**A THESIS**

**A Partial Fulfillment of the Requirements of the Sarjana Pendidikan Degree  
in the Faculty of Teacher Training and Education**



By:

STEFANUS PRIMA NUGROHO

1213002090

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**PROGRAM STUDI BAHASA INGGRIS**

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**APPROVAL SHEET**  
**(1)**

This thesis entitled “The Effect of Teaching Simple Present and Present Progressive Tenses through Computer on the Students’ Achievement of these Tenses” which was prepared by Stefanus Prima Nugroho (1213002090), has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in Language Teaching faculty by the following advisors



Y.G. Harto Pramono, Ph.D  
First advisor

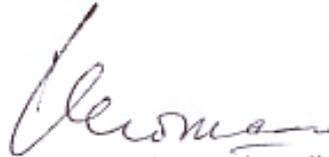


P. Hady Sutris Winarlim, M.Sc.  
Second Advisor

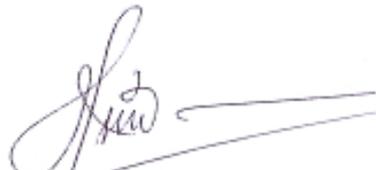
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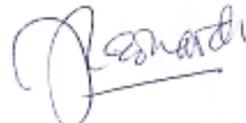
This thesis has been examined by the committee on oral examination on November 20, 2006 with the grade of \_\_\_\_\_.



Prof. Dr. Veronica L. Diptoadi, M.Sc  
Chairman



Drs. Hendra Tedjasukmana, M.Hum  
Member



Johanes Leonardi Taloko, M.Sc  
Member



Y.G. Harto Pramono, Ph.D  
Member



P. Hady Sutris Winarlim, M.Sc  
Member

Approved by:

On behalf of the English Department



Dra. Agnes Santi Widiati, M.Pd  
Dean of Teacher Training Faculty



P. Hady Sutris Winarlim, M.Sc  
Secretary of the English Department

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## ABSTRACT

Nugroho, Stefanus Prima. 2006. **The Effect of Teaching Simple Present and Present Progressive Tenses through Computer on the Students' Achievement of these Tenses**. Thesis. Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya. Advisors (i) Y.G.Harto Pramono, Ph.D, (ii) P. Hady Sutris Winarlim, M.Sc.

Key Words: grammar teaching, simple present tense, present progressive tense, Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL)

During 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. Therefore, this present study was aimed at finding out whether 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. In applying this technique, these following steps were followed.

As the first step, the first grade students of Santa Maria Senior High School were selected as the subject of this study. Then, a test was constructed to be given to both of the control and the experimental groups. The second one was trying out the test to the pilot group to determine the reliability, validity, item difficulty, and item discrimination of the test before it was given to the control and experimental groups. Then, the treatment was conducted in two meetings. During the treatment, the students of the experimental group worked with computer while those of the control group learned from books. After the treatment phase was over, these two groups were finally given the posttest. At last, the students' score was computed statistically using T-test formula.

The result of the statistical calculation shows that the students taught using computer obtained better scores than those taught without computer. The calculated t-value is 4, 090 and the t-table is 1, 684 (df = 48). Since t-calculation is higher than the t-table, the alternative hypothesis is accepted and the null hypothesis is rejected. Thus, there is a significant difference between the two groups. It means that the computer has proven to be significantly effective for the

teaching and learning activities of the Simple Present and Present Progressive Tenses.

Finally, with the findings on the field, some suggestions for further study were given, such as: (1) multiplying the number of the treatments; (2) paying more attention to the students' ability in operating computer before making the program; (3) making a clearer and more easy-to-learn computer program with more animations, pictures, and sound; (4) and providing a copy of the program in a disc.