

# **CHAPTER I**

## **INTRODUCTION**

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### INTRODUCTION

#### 1.1 Background of The Study

Learning English as a foreign language is different from learning native language, especially for the people who never learn it. Nowadays they should not be confused with their lack of English. English courses and educational institutions (universities) can be found in many places. One of the universities that offer lectures of English is Widya Mandala Catholic University in Surabaya. In Widya Mandala Catholic University, especially in the English Department, the students are expected to be English teachers. In this department, the students are endowed with relevant knowledge and skills that should be possessed for being a good English teacher. To support their ability in English, during their studies the students have to follow some courses like skill courses and teaching methodology courses.

One of the skill courses at the English Department is Structure. This course is divided into four parts; Structure I for the first semester, structure II for the second semester, and so forth till Structure IV. Structure is one of the important components in language

especially to support the mastery of English language skills that consist of reading, speaking, writing and listening . Someone is good at English if he or she masters those four skills.

Due to the importance of structure in learning English, it is necessary for the English department to give more attention to the Structure subject in order that the learning of structure will be effective and efficient and it will be easier for the learners to master Structure. However, during this lesson offered in each semester, the writer has experienced that there were many students who attended structure classes came from improper semesters, for example: In Structure II class for the second semester students, there were some students from the fourth or sixth semesters who attended that class to retake, because they failed in the examination. The condition shows that the result of the structure classes is bad and this can be caused by many factors and one of them is the learning process.

To overcome the students' difficulties in learning structure, Pramono (1996) in his study developed software of computer assisted instruction for the students of Widya Mandala Catholic University Surabaya. The material used in this software is structure with the

assumption that structure is important and should be mastered by the students optimally. The topic developed in this software is tenses, more specifically the Present Perfect Tenses. This tenses are chosen with consideration that it is often used in daily activities and the students often make mistakes in the use of Present Perfect Tenses. In relation with it, Allen (1958:83) said that the Present Perfect is probably the commonest tense in the English language, but it is the one the students of English usually find the most difficult to learn.

Concerning the software developed by Pramono (1996), the writer thinks that it is necessary to conduct a follow up study which is intended to see the effect of computer assisted instruction on the students' learning achievement. Since this study is as the follow up of the study conducted by Pramono who produced the computer assisted instruction software designed for improving the students' achievement in learning the present perfect tenses, this study used the software produced by Pramono: the writer did not develop computer assisted instruction software by himself. The finding is expected to be considered as input on the field of computer assisted instruction in particular and in the field of teaching structure in general.

## 1.2 Statement of the Problem

Based on the background of the study above the problems in this study are formulated as follows:

1. Is there any significant different effect of the computer assisted instruction, the conventional instruction, and the textbook only instruction on the students' Present Perfect Tenses achievement?
2. Which of the techniques can be best used to teach present perfect tenses?

## 1.3 The objective of the Study

This study aims at finding out whether the students taught using Computer Assisted Instruction have better achievement on the Present Perfect Tenses than those taught using the other two types of instruction: the conventional instruction and the instruction using textbook only.

## 1.4 The Significance of the Study

The writer hopes that this study will help the English teachers find better ways to help their students improve their grammatical ability. It is also expected that the results of this study can give encouragement to the college authorities to provide this college with

computer for teaching English. It is also the writer's expectation that this study can make the Structure teachers develop their teaching so that it will be much better and more successful.

### 1.5 Theoretical Framework

This study is based on the behavioristic theory of learning and descriptive or structural linguistics.

According to the behavioristic learning theory, all learning consists of some form of conditioning. The best known proponent of behaviorism, B.F. Skinner, uses the term "Operant Conditioning" to describe learning. In simple terms the theory says that learning occurs in the following manner: The learner, be it human or animal, responds to a stimulus. The response must be active. The connection between the stimulus and the response is conditioned by reinforcement."

Learning a language is not much different from any other learnings. The only difference is that the responses are more verbal than physical. According to Skinner, in all verbal behavior under stimulus control there are three important events to be taken into account: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement which

serves to mark the response as being appropriate or inappropriate and encourages the repetition of the response in the future.

To apply the behavioristics theory to foreign language learning is to identify the stimulus as what is taught or presented in the foreign language: the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or the intrinsic self-satisfaction of the target language use. Language mastery is represented as arguing a set of appropriate language stimulus-response chains.

In linguistics, the structural or descriptive school with its advocates (Leonard Bloomfield, Charles Hockett, Charles Fries, and others) accepts most of the basic tenets of behaviorism with regard to language and learning. The structural or descriptive linguistics views language as a system of structurally related elements : phonemes, morphemes, words, structure, and sentence types. Learning language, it is assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme, to word, to phrase, to sentence. Since the structure is something important about language, early practice should focus on mastery of

phonological and grammatical structures rather than on mastery of vocabulary.

The influence of the behavioristic theory of learning and structural linguistics underline the foundation of the audiolongualism method which has three basic characteristics :

(1) the use of pattern drills, (2) the inductive presentation of new structure, and (3) the introduction of the four language skills in the natural of listening, speaking, reading and writing.

On the basis of aforementioned theories, "computer" one of the visual aids is meant to be the stimulus by which the students are expected to give the desired verbal responses. They are expected to be more attentive, interested and motivated, and are also expected to be able to get high achievement.

## 1.6 Hypotheses

In this study, two hypotheses are used :

### Null Hypotheses

1. There is no significant different effect of the present perfect tenses achievement of the students who are taught using Computer Assisted Instruction and the present perfect



tenses achievement of the students who are taught using conventional instruction.

2. There is no significant different effect of the present perfect tenses achievement of the students' who are taught using Computer Assisted Instruction and the present perfect tenses achievement of the students who are taught using text-book only instruction.

#### Alternative Hypotheses

1. There is significant different effect of the present perfect tenses achievement of the students who are taught using Computer Assisted Instruction and the present perfect tenses achievement of the students who are taught using conventional instruction.
2. There is significant different effect of the present perfect tenses achievement of the students who are taught using Computer Assisted Instruction and the present perfect tenses achievement of the students who are taught using text-book only instruction.

### 1.7 Methodology

This study is a posttest only control group design, as stated by (John W. Best 1981;69)" The Posttest only groups design is one of the most effective in minimizing the threats to experimental validity. Experimental and control groups are equated by random assignment. At the conclusion of the experimental period the difference between the mean test scores of the experimental and control groups are subjected to a test of statistical significance or an analysis of variance. "The classes are used as they are randomization. The writer uses three groups which have more or less the same level of intelligence and structural ability. Two groups are used as control groups. Another group is used as the experimental group, that is the group which study with computer assisted instruction.

The subject of this study is the second semester students of the English Department of Widya Mandala Catholic University Surabaya. This study uses the Structure II class students due to the fact that the teaching material in the computer assisted instruction software developed by Pramono is stated in the structure II syllabus and taught to the students of the second semester. The data for this study is obtained from the

experimental and control groups through tests (Present Perfect Simple and Present Perfect Progressive). The test are given after the subjects get treatment (Post-test).

#### 1.8 Scope of the study

As the title of the thesis is " The effect of Computer Assisted Instruction (CAI) on the Present Perfect Tenses Achievement of the English Department Students of Widya Mandala Catholic University Surabaya", the writer will focus his study on the effect of computer assisted instruction on the students achievement of the Present Perfect Tenses.

#### 1.9 Definition of the key terms

To avoid misinterpretation and misunderstanding, it is necessary to define the key terms. The terms to be defined is :

##### Achievement :

According to the Random House dictionary, achievement is something accomplished as by superior, ability, special efforts, or a great valor. In this study, what is meant by the achievement is the result of the written tests.

### Computer Assisted Instruction (CAI) :

According to Hick and Hyde, 1973 (in Joyner 1982:29) computer assisted instruction is a teaching process directly involving a computer in the presentation of instructional materials in an interactive mode to provide and control the individualized learning environment for each individual students.

### Present Perfect Tenses :

According to Hayden, Pilgrim, and Haggard (1956:91), Present perfect tense express activities that began in the past but they are related in the mind of the speaker with the moment of speaking.

### Tense :

The dictionary of Hornby states that tense means a form taken by a verb to show the time of the action state this definition is supported by modern English. A practical reference guide, which defines tenses as a special verb endings or accompanying auxiliary verb signal time an event takes places.

### 1.10 The Organization of the Thesis

This thesis consists of five chapters. Chapter I is the introduction. In this part, the writer discusses the background of the study, statement of the problem, the objective of the study, the significance of the study, hypotheses, methodology, scope and limitation of the study, definition of key-terms, and the organization of the thesis.

Review of Related Literature is discussed in Chapter II. In Chapter III, the writer presents the methodology of research, while in the next chapter, Chapter IV, he discusses the data analysis and the interpretation of the finding. Finally in Chapter V the writer gives the conclusion of the findings and some suggestion based on the findings.