

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Reading is one of the important things to do in the process of education. By reading books, magazines, papers, short stories and literary works which are mostly written in English, one can gain knowledge and wisdom and thus can improve the quality of his life.

As English is very important, it is already given to the first year students of SMP in order to prepare them to read English books. Based on the writer's experience when she was in the junior high school and her experience and observation during her 'PPL', the writer found out that the portion of reading classes at the SMP is very limited. Most of the English hours are spent on teaching structure, or grammar, separately than teaching it through reading. That is why when the students are given a reading passage, it seems that they are reluctant because they are not accustomed to reading.

Paulston and Bruder state that reading is the most important skill of all for most students of English

throughout the world.<sup>1)</sup> If we want our students to be able to read, we must teach them to read. But if in the field, the teachers seldom teach the students reading, automatically, they do not like reading because they do not know how to read.

It would be better if an English teacher presents basic grammar patterns through a reading passage. Paulston and Bruder also say that the structural patterns that the students are to learn should first be introduced to them in context, in a passage of natural language.<sup>2)</sup> Through a context, students will absorb the rules of English more easily; moreover, they can enjoy their grammar class.

Dusica Kunaver suggests in her article that it is better to tell a familiar and easy story when a new grammar program is on the program.<sup>3)</sup> As English teachers, we should try to make a lesson as easy and as

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1 Christina Bratt Paulston and Mary Newton Bruder, Teaching English as a Second Language: Techniques and Procedures, Cambridge, Massachusetts: Winthrop Publisher, Inc., 1976, p. 157.

2 "ibid", p. 34.

3 Kunaver, Dusica, "Teaching English Grammar through a Story", English Teaching Forum, Jan 1981, Vol. XIX, p. 39.

interesting as possible. The only aim is to teach something in an amusing way. So if the students are asked to read, they aren't reluctant and they have a feeling of pleasure.

Because teaching English at this level becomes the foundation of the following teaching, the presentation of English at the junior high school should be done with full attention. That is why the writer attempts to apply the Paulston and Bruder's structural pattern drills of teaching English grammar where the structural pattern is introduced to the students in context, in a passage of natural language.

## 1.2 Statement of the Problem

Based on the curiosity whether Paulston and Bruder's structural pattern drills in teaching English grammar can be applied for junior high school students, this study is undertaken. The major problem is: Is there a significant difference among the low, average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills?

Specifically the aforementioned major problem may be stated in the following minor problems:

- Is there a significant difference between the low and average groups in learning English grammar through Paulston and Bruder's structural

pattern drills?

- Is there a significant difference between the low and high groups in learning English grammar through Paulston and Bruder's structural pattern drills?
- Is there a significant difference between the average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills?

### 1.3 The Objective of the Study

This study aims to determine whether there is a significant difference among the low, average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills. In addition to that, it is also hoped that, the reading can be applied in teaching English at the beginning level in order to improve SMP students' English and the chief aim is to give a new idea to the SMP English teachers to enhance the mastery of English grammar through reading. Hopefully it would be of some help for them to develop their students' reading ability.

### 1.4 Hypotheses

In this study, the writer formulates two hypotheses:

a. The Null Hypothesis:

There is no significant difference among the low, average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills.

b. The Alternative Hypothesis:

There is a significant difference among the low, average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills.

### 1.5 Significance of the Study

The result of this study is expected to be able to give a little contribution concerning the teaching and learning English as the first foreign language in Indonesia. It is also hoped that the result can provide English teachers with some additional information to be able to determine the ideal way or strategy to teach English grammar to SMP students so that they can enable the students to read English books later on.

### 1.6 Scope and Limitation

It is not possible to work with all SMP students because the time is limited. Therefore the writer would like to limit her study to the first year students of SMPK ST. STANISLAUS I SURABAYA of the school year of

1989-1990 as the subject. -

Since the topics of grammar taught in the first semester students of junior high school are so many, this study only deals with the Present Continuous Tense.

The Present Continuous Tense is chosen as the material to be taught because when the writer holds the research that topic has not been taught yet. In order to make the result of the study more accurate, the writer chooses only the topic which has not been given yet -----  
The Present Continuous Tense.

#### 1.7 Definition of Key Terms

For the sake of clarity, accuracy and understanding, the following terms are defined as they are used in this study:

- Application means bringing a rule to bear on a case or putting to practical use. <sup>4)</sup>
- Structure Drill means an exercise or oral activity in which patterns or structures are practiced. <sup>5)</sup>

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4 A.S. Hornby, "Oxford Advanced Learner's Dictionary of Current English", Oxford University Press, 1974, p. 37.

5 Mary Finocchiaro, "English as a Second Language: From Theory to Practice", New York, Regents Publishing Company, Inc., 1974, p. 192.

### 1.8 Organization of the Study

This study which discusses the application of Paulston and Bruder's structural pattern drills of teaching English grammar consists of 5 chapters. The first chapter talks about the introduction. The review of the related literature is discussed in the second chapter. The third chapter is about the methodology of research and the next one is the findings and interpretations. Conclusion and suggestion will be discussed in the last chapter.