CHEPTER I

INTRODUCTION

A.   The Background of the Problem

يأيهاالناس إناخلقنـكم من ذكروأنـثى وجعلنكم شعوبا وقبــا ئل

لتعارفوا ۰ إن أكرمكم عندالله اتقكم إن الله عليم خبـير.

{ سورة الحجرات ـ ۱۳ }

O' Mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honoured of you in the sight of God is (he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things). (Q.S. Al-Hujarat; 13) (Abdullah Yusuf 'Ali : 2000 : 641).

From the sentence above, although we differ tribe, language and also nation covering various state, but clear that we have to introduce each other and interaction one with is other.

We know, that all of people in the world could not live alone, we live in surrounding of society. Therefore, we need an instrument to communicate one another i.e. language. In short, we need a language in order to we are able to communicate one another.

Language is means of communication. Because, the ultimate goal of language teaching is to make the learners able to communicate.

There are several possible definition of language in this case, Alkhuli says that: "Language is an arbitrary system of vocals symbols used to communicate ideas and express feelings among the members of a certain social community ". It means in a language we cannot predict how the vocal symbols are organized unless we receive it as an arbitrary one. However, Todd (2000 : 6) says "a language is a set of signals by which we communicate". Of course, that the language is communication means. Because we know, that without language we cannot communicate.

However, Victoria Fromkin (1999 : 2) says that The possession of language, perhaps more than any other attribute, distinguishes human from other animals. To understand our humanity we must understand the nature of language that makes us human. According to the philosophy expressed in the myths and religions of many peoples, it is language that is the source of human life and power.

It explains in this respect, that a language is a set of signals by which we communicate language, can be used as a means of communication.

The description above explain to us that the existence of language absolutely vital in our lives.

There are many languages in the world. Every country has own national language. Among many languages recognized by us is English. We know that English as one of international language. However, there are only some languages that are used as international languages, one of them is English. English is understood widely than any other languages for international communication.

Sydney Greenbaum (1995:1) Says that English is the world's most widely used language. Based on those statements, can be said by mastering English, we can not only communicate with international people, but also improve our knowledge by reading scientific and technological books from abroad written in English.

In Indonesia itself, English is learned and taught as a foreign language for the students of the forth year of elementary school up to the university. In addition, it is also learned at non-formal educational institutions, Such as courses, private classes, etc. It indicates that the role of English is very important, moreover in facing the globalization era in which is also called the era of global information and communication.

Nevertheless, along with the importance of mastering English, the teachers still face hindrances and difficulties in finding practical method, which are effective, and efficient, in order that the ability to use English taught can be reached by students easily.

Formerly until here, most English instruction concentrated of mastery on grammar, writing, listening and speaking (conversation skill). But the teachers concentrated more on the grammar only. they gave their students few chances to practice their knowledge of the language through conversation in the classroom. This situation often makes the students bored and reduced their motivation to learn the language. Therefore, to find a solution to improve this unfavourable condition is not a Present matter. They are many factors, the teachers, the size of the class, the methods and the techniques, the materials, the time, the facilities and the environment. English teacher may start from

any factor they like, but, in this paper the writer intends to start from the techniques of teaching. In teaching English as a foreign language, students need various of techniques are used by teachers, because of those will help them to arise their motivation in learning English for communication.

In this case, the writer would like to try to teach The Present Continuous Tense Through Conversation Activity.

The Present Continuous Tense is same with The Present Progressive that according to Betty Schrampfer Azar (1997 : 3) is Expresses an activity that is in progress (is occurring, is happening) right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.

It means the present continuous tense is expresses an activity is happening. And according to Any Nur Wahyudi (1993 : 72) says that:

The Present Continuous Tense : *Digunakan untuk menyatakan perbuatan yang sedang berlangsung saat berbicara dan kadang-kadang perbuatan tersebut bersifat sementara,* that meant is used to express deed which underway moment converse and sometime the deed tentative.

The following is the example of the teaching process of present continuous tense through conversation activities:

Student 1 : Are you reading book today?

Student 2 : Yes, I am ~ I am reading book today.

or

Student 2 : No, I am not ~ I am not reading book today.

or too as:

Student 1 : Isn't she going to school now?

Student 2 : Yes, she is ~ She is going to school now.

or

Student 2 : No, she is not ~ She is not going to school now.

That is brief description about grammar of The Present Continuous Tense. The writer Hope, this writing should always advise the students to improve their grammar and should be able to solve their difficulties. And we should find out the way how to help the students, especially at the First Year Students of *SMPN1 Losari Cirebon*.

B. **The Formulation of the Problem**

The Teaching of The Present Continuous Tense through conversation skills as a media is one way to help the students to over come the difficult or their problems. Based on the statement above, it is not easy for the writer to formulate the problem.

In this problem, the writer would like to classify the formulation into three kinds, they are as follows:

1. *Identification of Problem*

   a. The field of the research

      The field of the research in this research is method of teaching (through and without conversation activity is one of technique of method).

   b. The approach of the research

The approach in this research is using a quantitative approach.

c. The kind of problem

The kind problem in this research is unclearness of the effectiveness between through and without conversation activity in teaching The Present Continuous Tense.

2. *The Limitation of Problem*

The limitation of the problem in this research is on conversation skill of The Present Continuous Tense.

In this case the writer would like to divide the problem into three kinds of problems, they are as follows:

a. How far is the students' achievement in learning The Present Continuous Tense through Conversation?

b. How far is the students' achievement in learning The Present Continuous Tense without Conversation?

c. Analysing the data in order to find out whether there are any positive and significant differences between students' achievement in learning The Present Continuous Tense Through and without Conversation Activity.

3. *Questions of the research*

The questions in this research are based on the limitation of the problem. They are as follows:

a. How far is the students' achievement in learning The Present Continuous Tense through Conversation?

b. How far is the students' achievement in learning The Present Continuous Tense without Conversation?

c. Is there any significant comparation between the students' achievement in learning of The Present Continuous Tense Through and without Conversation?

C. The Aims of The Research

The aims of the research in this research are as follows:

a. To get the data about the students' achievement in learning The Present Continuous Tense through Conversation?

b. To get the data about the students' achievement in learning The Present Continuous Tense without Conversation?

c. To get the data about any significant comparation between the students' achievement in learning of The Present Continuous Tense Through and without Conversation?

D. The Frame of Thinking

In study of language, grammar as a central position. In the other hand, grammar is the central component of language. We are easy to learn in using dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of

grammar. Therefore, the teacher should find out the method or technique appropriately to help the student in mastery of grammar, especially in The Present Continuous Tense.

To study language especially in English, every student has to study about grammar, because grammar is the essential part in English language. Unfortunately, studying grammar sometimes very difficult, most of students faced problem when they have to memorize the rule of grammar. This problem actually have been felt both teacher and student in *SMPN1 Losari Cirebon*. Therefore, to solve this problem, the teachers are hoped to give explanation which is easy to be understood by the students. Besides that, to overcome the student difficulties, the teachers emphasize to the students have to a lot of conversation exercises every time and chance. Through conversation hoped that they will not confuse to study grammar, especially the formula of The Present Continuous Tense.

The word conversation comes from the word converse. According to Oxford dictionary, converse means to talk, and conversation means informal talk. Hornby (1981 : 187) says that defines the conversation means talking.

Simply, that conversation is discussion (talking) process between two or some people. However, Julia M. Dobson (1997 : 17) says that Conversation can be defined as the informal interchange of thoughts and information by spoken words.

In Indonesia, English as a foreign language learned and taught for the students at the forth year of elementary school up to the university. Because

English is not their native language, so it is needed an appropriate method in teaching English in order to the target of teaching can be reached maximally. As it is stated by Mulyanto Sumardi (1974:7) says that:

"dalam pengajaran bahasa salah satu segi yang disorot orang adalah segi metode. Karena sukses tidaknya suatu program pengajaran bahasa sering kali di nilai dari segi metode yang di gunakan sebab metodelah yang menentukan isi dari cara mengajarkan bahasa". (in teaching language one of the factors looked by people is method. Because success or not a language teaching program often judged from the kind of method used, because of the method that determines the content and the way in teaching language).

Based on the statements above, the writer would like to try to teach The Present Continuous Tense at the First year students of *SMP Negeri 1 Losari Cirebon* by using Practice of conversation and without conversation. In this case the writer would like to draw the outline of the frame work of thinking of this research diagrammatically as follows:
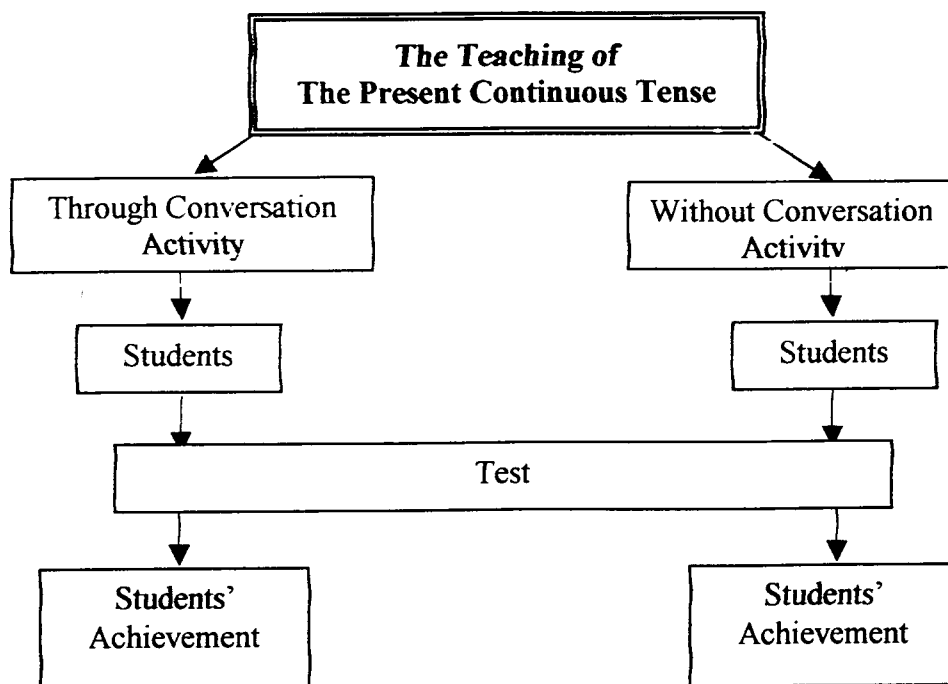
E. The Steps of Research

1. Determining of data

   The writer uses quantitative data in this research to get the data from the First year students of *SMPN1 Losari Cirebon.*

2. Determining of data research

   a. Theoretical data

      The writer observes some books which are relating to the topic of this research.

   b. Empirical data

      The writer observes the location of research, the real condition and personal of *SMPN1 Losari Cirebon* to do observation, test and interview.

3. Population and sample

   a. Population

      Population is the research subject. *Populasi adalah keseluruhan subjek penelitian sedangkan sampel adalah sebagian atau wakil populasi yang diteliti.* "Population is the overall of research subjek while sample is some of or accurate population proxy. (Suharsini Arikunto, 1998 : 115)

      The population of this research is all the First year students of *SMPN1 Losari Cirebon* Academic Year 2004/2005, there are 352 students from seven class that is 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

b. Sample

Pamela L. Alreck and Robert B. Settle (1985:63) states that

sampling means taking part of some population to represent the whole

population. Because the number of the population is so large (352

students), so the writer only takes 25 % of it; that is 352 x 25% students

= 88 (88 students). In this case the writer takes two classes to be

experiment classes; those are 44 students of class 1.2 and 44 students of

class 1.4.

Taking 25 % of the populations above is based on Arikunto 's
theory who states: *"penelitian boleh di lakukan apabila populasi benar-
benar homogen. Untuk sekedar ancer-ancer, maka apabila subjeknya
kurang dari 100, lebih baik di ambil seluruhnya, sehingga penelitianya
merupakan penelitian populasi totalitas. Selanjutnya jika subjeknya lebih
besar, dapat diambil antara   10 – 15 % dan   20 – 25 % atau lebih
tergantung pada kemampuan peneliti"*. ("the research may be carried out
if the population is really homogenous. If the subject of the population is
less than 100, it is better for the researcher to take all the number of it so
that the research becomes a total population. But if the subject of the
population is more than 100, the researcher may take 10 – 15 % and 20 –
25 % or more, it depends on the researcher's ability"). Meanwhile,
Walter R. Borg et al. (1997:115) states that the advantage of draw the
small sample from a large population is that it saves the researcher the
time and expense of studying the entire population. By this way hoped
the researcher can reach valid conclusion about an entirely population by
studying only a small sample drawn from that population. In this case,
the writer would like to take 2 classes for experiment classes.

4. The technique of collecting data

a. Observation

The writer goes to *SMPN1 Losari Cirebon* to know the real conditional

the field, especially about the school, students, teachers, the process of

teaching and learning in the classroom and the facilities process by the school.

    b. Interview

Masri Singarimbun and Sofian Effendi (1995:192) state that *wawancara yaitu mendapatkan informasi dengan cara bertanya langsung kepada responden.* (Interview is obtain the information by asking to the respondents directly). In this case the writer The writer would like to interview the students, teachers, headmaster, and his staffs as source of information for this research.

    c. Test

Riduwan (2002:30) says that *"test adalah serangkaian pertanyaan atau latihan yang di gunakan untuk mengukur keterampilan pengetahuan, intelegensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok."* (Test is the question series or practice used to measure the knowledge skills, intelligence, ability or talent possessed by individual or group). In this case the writer gives test to be done by the students relating to their ability in mastering The Present Continuous Tense and their conversation competence.

5. The techniques of analyzing data

    a. Qualitative data analysis

In analyzing the qualitative data, the writer would like to collect the data based on the objective condition of the school, the teachers, the

administrators, the students, and the process of teaching and learning The Present Continuous Tense.

b. Quantitative data analyzes

To find out the quantitative data, the writer would like to analyze the data based on the results of test on The Present Continuous Tense achieved by the students who are taught by using Conversation Skill and without Conversation Skill. Those data will be analyzed by using 't-test' formula. Suharsimi Arikunto (1997:299) says that *"apabila akan membandingkan kedua hasil mean, maka rumus yang digunakan adalah sebagai berikut"* (if we want to compare both results by comparing 'mean' score, so the formula used is as follows) :

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{Sd_1{}^2}{N1} + \dfrac{Sd_2{}^2}{N2}}}$$

In which:

t = t – value
X_1 = mean score of class 1.4 (x_1 variable)
X_2 = mean score of class 1.2 (x_2 variable)
Sd_1 = standard deviation of class 1.4 (x_1 variable)
Sd_2 = standard deviation of class 1.2 (x_2 variable)
n_1 = number of student of class 1.4
n_2 = number of student of class 1.2
df = degree of freedom $(n_1 + n_2) - 2$

From the results of calculation, the value of 't' can be determined by using the table of 't – value' with significance 5% of the degree of freedom. To make the testing hypothesis more clearly, the following statistic hypothesis is used:

H0 = There is no significant comparison between the students' achievement in learning present continuous tense through and without conversation activities.

H1 = There is significant comparison between the students' achievement in learning present continuous tense through and without conversation activities.

b. Qualitative category

Arikunto (2002: 245) explains there is qualitative category that can be used for grouping the students based on their achievement. It is taken from the instruktion book of Academic Activity of IKIP Yogyakarta.

Angka 100	Angka 10	IKIP	Huruf	Keterangan
80 – 100	8.0 – 10.0	8.1 – 10	A	Very good
66 – 79	6.6 – 7.9	6.6 – 7.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Sufficient
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Fairly bad
30 – 39	3.0 – 3.9	0 – 4.0	E	Bad