CHAPTER I

INTRODUCTION

A. The Background of The Problem

People live by means of communication. There are many kinds of communication such as speech sounds, letters, gestures or body movements. All of them are called language. Taylor & Taylor (1990: 5) say that language is for communicating ideas from one mind to another. A language is a system of signs (e. g. speech sounds, hand gestures, letters) used to communicate messages.

Language appears by the same time as human existence. As it is stated by Fromkin, et. al (1999: 21) that wherever human exist, language exists. Without the existence of language, there would not be any communication that can make people socialize one another. Socialization among people is undoubtedly needed for human life.

Human is not the only creature that communicates one another; animals also communicate one another as well. The difference is human language develops while animal communication not. Human language develops time by time and it becomes more and more complex.

There are thousands of languages used in many countries in all over the world. Some languages become major language for several countries such as

English, Arabic, Portuguese, Chinese, etc. From all of these major languages, English is the most popular and used in many countries.

Gatherer (1986) says that English is spoken throughout the world, and in most multilingual societies it has been adopted as the official language for law, administration, commerce and education. That is why English is very important because it is used in many aspects of life.

Considering of its importance English is taught in most countries in the world including Indonesia. Several years ago, English was only taught at the Junior High School level, but in the last four years it is being taught at the Primary School level. It shows that people pay more attention to the English learning.

Giving English at School expected to enable children to learn English as soon as possible. But the time of learning English at school realized not enough. A language used in daily life, but children only have one hour and a half in a week of learning English at school in Primary School level, and about ten hours in a week in High School level. How could they get the optimum outcomes if they do not have enough time? In short, they need to have extra time if they want to have a good capability in English.

The students could acquire extra time of learning English when they learn it at home, do their homework or following an English course. At home, they just reviewing the lesson they have got at school and they learn more about English at an English course.

Many students go to English courses to help their difficulties in learning English at school. They expect to learn English more so that they can learn it easily at school. They also expect by learning at an English course, they will be better in mastering English and getting good mark.

Concerning of this phenomenon, the writer would like to analyze how students acquire English at an English course to observe their learning activity. By having a research in an English course, the writer expects to find out how good the students' mastery in English by learning it at an English course. In this case the writer would like to find out the students' mastery in the present continuous tense at the *Kangaroo* Language Programs *Sumber, Cirebon.*

The conceptualization of language teaching has a long, fascinating, but rather tortuous history. For over a century, language educators have attempted to solve the problems of language teaching by focusing attention almost exclusively on teaching method (H. H. Stern, 1983: 453). Each subject or material has its own suitable method. To teach *translation* subject, for instance, it will be better if the teacher uses the Grammar-Translation method; and so forth.

Teaching the present continuous tense means to teach how the sentence structure will be when the event happened at the recent time. TPR as the practical method considered as the suitable method in teaching it. When the teacher sits down, she can say "I am sitting" or by another movements students analyze the grammatical rule. It will ease the students to catch the sentence structure.

Besides, the writer considers another suitable method, which can also be used in teaching the present continuous tense—that is through picture. By using pictures, students can see what is the activity in the picture. Just say, if the teacher shows a photograph showing people activities on the beach, there will be sentence structures like: "The boy is playing volleyball" or "The girls are swimming" and so forth.

The writer assumes that one of the most important problems which is commonly found in teaching is the choice of using any appropriate method in presenting a lesson. In any case, many people regard a method is more effective than any else, including in using TPR and picture. For that reason the writer endeavor to compare it with another method.

B. Formulation of The Problem

The formulation of the problem in this thesis is divided into three parts, namely:

1. Identification of The Problem

1.1. The Research Area

The research area of this thesis is Method of Teaching.

1. 2. Research Approach

In this thesis the writer uses the quantitative approach. It means that the data is obtained in a particular form of comparison, which is presented by number, so that it can be measured, and interpreted by using statistical analyzes.

1. 3. The Kind of Problem

The kind problem of this research is the comparison of students' mastery in the present continuous tense in different teaching method.

2. Limitation of The Problem

So as not to enlarge the discussion, the writer would like to limit the problem into two parts, they are: teaching present continuous tense through Total Physical Response (TPR) and teaching present continuous tense through picture.

3. The Questions of The Research

By writing this thesis the writer would like to know:

1. How far is the student's achievement in learning present continuous tense through TPR (X_1 variable)?

2. How far is the student's achievement in learning present continuous tense through picture (X_2 variable)?

3. Is there any significant comparison between the two variables above?

C. The Aims of The Research

Based on the identification of the problem above, the aims of the research are:

1. To find out the data of the students' achievement in learning the present continuous tense through Total Physical Response (TPR).

2. To find out the data of the students' achievement in learning the present continuous tense through picture.

3. To find out the comparison between the two variables above.

D. The Frame of Thinking

Communication by means of language is absolutely needed. Language contains many aspects in a whole that related each other. According to William Francis Mackey (1965: 46), a language description may contain any or all of the following, (1) phonetics, (2) grammar, (3) vocabulary, (4) meaning. Each of these has its own particular problems of content and method.

As stated above that one of the aspects of language is grammar. Swan (1996: xxiii) states that grammar is the rules that say how words are combined, arranged and changed to show different meanings. It means that grammar pays a great role in composing meaningful units in a language.

One of the ways in combining words is using the tenses. Tenses concerned with the action timing and it has a significant role in the usage of the language. According to the Oxford Advanced Learner's Dictionary (A. S. Hornby, 2000: 1339), tense is any of the forms of a verb that may be used to show the time of the action or state expressed by the verb.

Pyle and Page (1995: 54) propose six most important tenses, they are:

☞ Simple Present

☞ Simple Past

☞ Present Progressive (Present Continuous)

☞ Past Progressive (Past Continuous)

☞ Present Perfect

☞ Past Perfect

As stated above it can be obviously seen that one of the most important tenses is present continuous tense. Azar (1989: 11) states that the present progressive (present continuous) expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.

It is surprisingly difficult to present and explain a foreign language grammatical structure to a class of learners. The problem is first to understand yourself what is involved in "knowing" the structure (its written and spoken forms, its nuances of meaning), and in particular what is likely to cause difficulties to the learners; and second, how to present examples and formulate explanations that will clearly convey the necessary information (Penny Ur, 2000: 81).

Presenting and explaining (teaching) a foreign language grammatical structure needs appropriate methods in order to produce good outcome. To achieve the goal teachers need to make use of the appropriate methods.

Most of the methods developed over the past few centuries are still in use in one form or another various parts of the world. The most common types in use are: (1) the Direct Method, (2) the Natural Method, (3) the Psychological Method, (4) the Phonetic Method, (5) the Reading Method, (6) the Grammar Method, (7) the Translation Method, (8) the Grammar-Translation Method, (9) the Eclectic Method, (10) the Unit Method, (11) the Language-Control Method, (12) the

Mimicry-Memorization Method, (13) the Practice-Theory Method, (14) the Cognate Method, (15) the Dual-Language Method (Mackey, 1967: 151).

Besides the methods mentioned above, James J. Asher in Janet K. Orr (1999: 36) proposes the Total Physical Response method. TPR takes into account that people learn best when they are actively involved—and understand the language they hear.
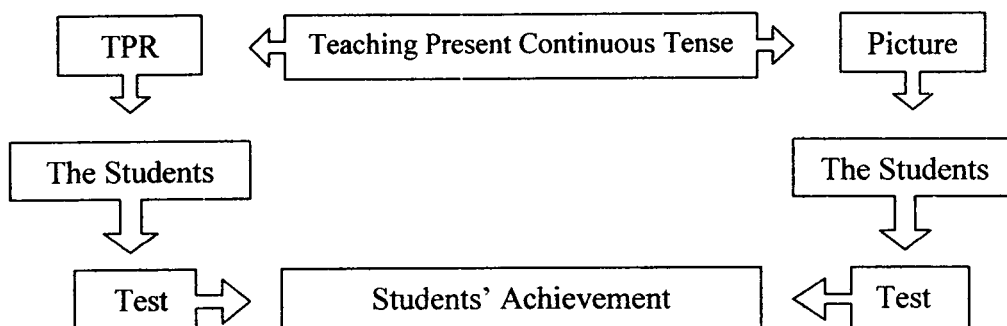
Students get models of language from textbooks, reading materials of all sorts, and from audio and videotapes. But we can also model language ourselves (Harmer, 1991: 65). So we are not always rely on the aspects out of the teacher but also to make use of teacher's personality. Harmer further explains that one of the things that we are uniquely able to do on the spot is to use mime, gesture, and expression to convey meaning and atmosphere.

As we know that the present continuous tense shows the activity at that time. In the picture, we can see the activity that is happening. This way—or we can say 'this method'—is used at the Kangaroo Language Programs *Sumber, Cirebon* to convey the present continuous tense. Realizing this, the writer pays a great curiosity in trying to observe the effectiveness of this method.

Furthermore, the writer would like to compare the two of different methods or ways in teaching the present continuous tense—through TPR and through picture. The comparison will be proven by the research held by the writer.

Based on the statements above, the writer would like to illustrate the frame of thinking in this research diagrammatically as follows:

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┌─────────┐      ┌────────────────────────────────┐      ┌─────────┐
│   TPR   │  ◁──┤ Teaching Present Continuous Tense├──▷   │ Picture │
└─────────┘      └────────────────────────────────┘      └─────────┘
     ⇓                                                         ⇓
┌─────────────┐                                    ┌─────────────┐
│ The Students│                                    │ The Students│
└─────────────┘                                    └─────────────┘
     ⇓                                                         ⇓
┌────────┐      ┌────────────────────────────┐      ┌────────┐
│  Test  │ ⇒    │   Students' Achievement     │  ⇐   │  Test  │
└────────┘      └────────────────────────────┘      └────────┘
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E. Steps of The Research

1. The Resource of Data

   1. 1. Theoretical Data Resource

      To obtain the data, the writer has read some language teaching and learning

      books to get the theories supporting the research.

   1. 2. Empirical Data Resource

      To obtain the data, the writer has interviewed the chairman, the teachers,

      and the administration staff at the Kangaroo Language Program *Sumber,*

      Cirebon. In addition, the writer has also observed the students of the course

      institution.

2. Population and Sample

   a. Population

      Population according to Walter R. Borg and Meredith D. Gall (1963:

      115) is all the member of real hypothetical set of person, events, or objects.

Population is the entire subject. The population of the research is the fourth level of Junior Class at Kangaroo Language Programs, Sumber, Cirebon. The total number of the fourth level students of Junior Class at KLP is 22 students.

b. Sample

Pamela L. Alrect and Robert B. Settle (1985: 419) define the term of sample as the number and/or identification of respondent in the population who will be or have been included in the survey. The population of this research is all of the students of the fourth level of Junior Class. It is based on the Walter R. Borg and Meredith D. Gall's statement (1963: 121):

"Stratified sample is a sample in such a way that the research worker is assured that certain sub groups in the population will be represented in the sample in proportion to their number in population itself."

Arikunto's theory states that:

> *Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar ancang-ancang, maka apabila subjeknya kurang dari 100, lebih baik diambil seluruhnya, sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subjeknya lebih besar, dapat diambil antara 10-15% dan 20-25% atau lebih tergantung kemampuan peneliti.*
> (The research may be carried out if the population is really homogeneous. If the subjects of the population are 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 subjects of the population are more than 100, the researcher may take 10-15% and 20-25% of it, or more than this; it depends on the researcher's ability)

The total number of students of the fourth level of Junior Class is 22 students. It means that the research take all of the students of fourth level of Junior Class at Kangaroo Language Programs *Sumber, Cirebon.*

In this research, the writer uses frame sampling. It means that the writer get the sample based on particular purpose. In this kind of sampling, the writer takes all amounts of the students because the total numbers of students of the fourth level of Junior Class are less than a hundred.

The writer holds the research to the students of JC 4.1, JC 4.2 as the X_1 variable and JC 4.3 as the X_2 variable. The writer joins the two former classes because the numbers of the students are only a few and would be imbalance for a research. Number of students of JC 4.1 is 7, and the number of students of JC 4.2 is 5. On the other hand, the total number of students of JC 4.3 is 10.

The writer argues that to join JC 4.1 and JC 4.2 in giving the same method of teaching to teach the present continuous tense is the best way for the research in order to balance the difference of the number of the students.

3. The Techniques of Collecting Data

In collecting this research data, the writer uses the following techniques:

3. 1. Interview

The writer has interviewed the chairman, the teachers and the administration staff of Kangaroo Language Programs *Sumber, Cirebon.* It is done to get the explanation about the teaching and learning process at that English course.

3. 2. Observation

The writer does an observation about the method of teaching present continuous tense at the Kangaroo Language Programs Sumber, Cirebon and to observe the objective data.

3. 3. Test

Sheets of paper contain test related to the present continuous tense has been distributed to the students to know the students' mastery in present continuous tense, then compare the result between students taught through Total Physical Response (TPR) and students taught through picture.

4. The Technique of Analyzing Data

4. 1. The Qualitative Data Analysis

The qualitative data has been analyzed concerning the main problem theoretically.

4. 2. The Quantitative Data Analysis

The quantitative data has been analyzed by using statistic approach. In this case the writer uses the formula as follows:

$$ t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{Sd_1^2}{N_1} + \dfrac{Sd_2^2}{N_2}}} $$

where:

t   = t-value

$\overline{X_1}$ = mean score of students' achievement in learning present continuous tense through TPR (X_1 variable/independent variable)

$\bar{X}_2$ = mean score of students' achievement in learning present continuous tense through picture (X_2 variable/ dependent variable)

Sd_1 = standard deviation of X_1 variable

Sd_2 = standard deviation of X_2 variable

N_1 = number of students of X_1 variable

N_2 = number of students of X_2 variable

df = degree of freedom = $(N_1+N_2)-2$

(Suharsimi Arikunto, 1992: 261)

F. The Research Hypothesis

1. Null hypothesis: there is no positive and significant comparison between the students' achievement in learning the present continuous tense through TPR and picture.

2. Research hypothesis: there is a positive and significant comparison between the students' achievement in learning the present continuous tense through TPR and picture.

G. Qualitative Category

According to Nugroho (1982: 27), the qualitative categories used in recognizing the students' achievement are:

9,0 — 10,0 : sangat memuaskan

7,0 — 8,9 : memuaskan

5,5 — 6,9 : cukup memuaskan

4,0 — 5,4 : tidak memuaskan

1,0 — 3,9   :   mengecewakan

The writer presents the qualitative category of the students' achievement in learning the present continuous tense through TPR and through picture in the table below. Here, the writer uses the standard put forward by Nugroho as follows:

Table 1

Qualitative Category

No.	Interval	Category
1.	9.0 — 10.0	Very satisfied
2.	7.0 — 8.9	Satisfied
3.	5.5 — 6.9	Satisfied enough
4.	4.0 — 5.4	Not satisfied
5,	1.0 — 3.9	Disappointed