

CHAPTER I

INTRODUCTION

This chapter discusses about research background before researcher conducted the research at the eighth grade students in SMP ABDI AGAPE Pontianak in the academic year of 2015/2016. There are explanations about the researcher interest, problem faced by the student in learning present perfect tense, and also the strategy used by the researcher to help the student problem in learning present perfect tense. The researcher applied a Quasi Experimental research to solve the problem faced by the students in learning present perfect tense.

A. Research Background

In learning English, grammar takes a central position where the learners should understand in using grammar when they learn grammar. According to Greenbaum and Nelson (2002:6), “in study of language, grammar occupies a central position”. It means grammar is important to learn by the learners who study about language including English. According to Lock (1997:1), “There are many ways of describing the grammar of a language. One approach sees grammar as a set of *rules* which specify all the possible grammatical structures of the language”. On the other hand, Thornbury (2001:1) said “Grammar is partly the study of what forms (structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rule that govern how a language’s sentences

are formed”. From both of the statement, writer concludes that grammar as the rule of how the sentences are arrangement. In simple words, grammar is about how the structure of a good sentence. There are some parts in grammar, one of them is tense.

On a previous research about *An Error Analysis of Present Perfect Tense* in North Bangkok, there are some problems faced by the students’ in learning present perfect tense. The students were difficult in understanding the meaning of present perfect tense and also the form of present perfect tense. Based on pre-observation in SMP ABDI AGAPE Pontianak, the researcher found the similar problem where the students felt difficult to understand the form, the meaning, and also the use of time signal in present perfect tense. Most of the students did not understand the use of auxiliary “have/has” in present perfect tense and also the verb form that used in present perfect tense. In the other hand, the students sometimes used a wrong time signal for present perfect tense. Then the researcher decided to solve the problem faced by the students in learning present perfect tense. Present perfect tense is a grammatical combination of the present tense and the perfect aspect, used to express a past event that has present consequences. According to Murphy (1994:14) argued that “when we use the present perfect there is always a connection with now, the action in the past has a result now”. Those are the reasons why the researcher interested to use present perfect tense as subject material in this research.

In learning process, teachers prepared all needed to make learning process running smoothly such as checking students’ attendant, prepare the material, and

also methods or strategies that will be used in teaching learning process. There are many methods or strategies which can be used in teaching present perfect tense in the classroom. One of them is by using peer-teaching or also called peer tutoring. Peer-teaching is a strategy where the students that more knowledgeable and more experienced about subject material teach the other students that have difficulties in learning the materials. In simple words, the student who has a high intelligent teach the student that has a low intelligent. Peer-teaching can be used across subject areas, as Mitchell (2008:52), “it can be used across subject area, not only in reading, but also in maths, science, social studies, physical education-indeed, in all curriculum areas”. It means peer-teaching can be used in English subject. In this research design, the researcher has chosen peer-teaching strategy as independent variable to solve the problem that faced by the students’ toward present perfect tense. Peer-teaching is a complex process by which students learns from students that are more experienced and knowledgeable. Spratt and Leung (2000:218):

“(July; 1991) Assinder observed that this new way of involving students had increased their motivation, participation, real communication, in-depth understanding, their sense of responsibility for their own learning, and their commitment to the course, as well as their confidence and respect for each other, the number of language skills and strategies they were able to practice and develop their language accuracy”.

This research aimed to implement peer-teaching in present perfect tense. This condition was necessary to know whether the implementation of peer-teaching effective on students’ comprehension in present perfect tense to eighth grade students in SMP ABDI AGAPE Pontianak.

B. Research Question

Basically, the research question is taken from the problem found in background of the research. The research question of this research is as follows:

Is the use of peer-teaching strategy effective toward the students' comprehension in present perfect tense?

C. Research Purpose

Based on the research question stated in the previous section, this research has done to know whether peer-teaching strategy effective on students' comprehension in present perfect tense.

D. Variable of Research

According to Marczyk, Di Matteo, and Festinger (2005:42), "A variable is anything that can take on different values". There are two variables in this research, they are independent variable and dependent variable. The explanation of both variables as follow:

1. Independent Variable

Based on Marczyk, Di Matteo, and Festinger (2005:42), "The *independent variable* is the factor that is manipulated or controlled by the researcher". The Independent variable in this research is the implementation of Peer-Teaching.

2. Dependent Variable

Based on Marczyk, Di Matteo, and Festinger (2005:44) argued “The dependent variable is a measure of the effect (if any) of the independent variable”. In this research the dependent variable is students’ comprehension of present perfect tense.

E. Hypothesis

Marchzyk, Di Matteo, and Festinger (2005:8) define hypotheses are researcher’s attempt to explain the phenomenon being studied, and that explanation should involve the prediction about the variables being studied. Below are the hypotheses of the research:

1. The Null Hypothesis (Ho):

There is no significant difference of the students’ comprehension in present perfect tense between the student who taught by using peer-teaching and the student who taught without using peer-teaching.

2. The Alternative Hypothesis (Ha):

There is significant difference of the students’ comprehension in present perfect tense between the student who taught by using peer-teaching and student who taught without using peer-teaching.

F. Significance of Research

It is expected that the researcher will have significant relation on English teaching learning process. Moreover, it is also expected that the research can provide information for teachers consider peer-teaching strategy as an additional strategy in teaching present perfect tense.

1. Theoretical

Theoretically, the interest of this research is the strategy for teaching present perfect tense using peer-teaching has feedback to the teachers and students for making improvement in their comprehension of present perfect tense such as the student can understand how to use present perfect tense and know about the form of present perfect tense.

2. Practical

It is also expected this research could make the students become more active and has a good communication to the other students in learning present perfect tense by using peer-teaching strategy. The tutees and tutors expected have a good relation and also expected could make the tutor become a good leadership to the other students, especially when they were chosen as the leader in a group.

G. Terminology

The following terms are provided in order to avoid misinterpretation and ambiguity on the case presented in this research:

1. Present Perfect tense tells about event that happened in the past with indefinite time. According to Azar (2003:86) “The present perfect express an activity or situation that occurred (or did not occur) before now, at some unspecified time in the past”.
2. Peer-Teaching is a learning strategy where the students learn from the other students that more experienced and knowledgeable about the subject material. Based Mitchell (2008:52), “peer-tutoring refers to situations in which one learner (the ‘tutor’) provides a learning experience for another learner (the ‘tutee’) under your supervision”.
3. SMP ABDI AGAPE Pontianak is one of Junior high school in Pontianak city that observed by the researcher as a sample in this research. SMP ABDI AGAPE Pontianak is located in Siantan, Pontianak. There are about three hundred students. There are nine class, they are three classes of seventh grade, three classes of eighth grade, and three classes of ninth grade. The samples of this research are two classes of eighth grade.