

CHAPTER I

INTRODUCTION

A. Background of the Study

According to structural learning theory, there are many rules to be learned consisting of a domain, range, and procedure. There may be alternative rule sets for any given class of tasks. Problem solving maybe facilitated when higher older rules are used, i.e., rules that generate new rules. Higher older rule account for creative behavior (an anticipated outcomes) as well us the ability to solve complex problem by making it possible to generate (learn) new rules.

Kindler (1980:88) states that a structure of a language is a system, it governs the selection of word and form in which are used. A good language teaching theory would meet the condition and the needs of the learner on the possible ways. Born (1990:7) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study, providing with knowledge and causing to know to understand.

The English teacher, who is influenced by recent theoretical work on the difference between language and acquisition, tends, not to teach structure at all. The students acquire the first language without covering structure instruction and stimulating student to learn their second language the same way. They assume that student will absorb structure rule as they hear, read and use language in communication activities.

The teaching English process that has been conducted to teach structure in the past was traditional one where the teachers gave the sentence pattern to the students directly without conducting it with speaking skill or reading skill. Based on this condition the writer wants to find the students' different achievement taught present continuous tense by using dialogue and reading passage. This tense shows an activity that is being done in a certain period.

Based on the background of the study above the writer is interested in doing the research, entitled "A COMPARATIVE STUDY ON STUDENTS' ACHIEVEMENT TAUGHT PRESENT CONTINUOUS TENSE USING DIALOGUE AND READING PASSAGE AT THE SECOND YEAR OF SMPN 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR.

B. Problem Statement

Based on the background of the study, the writer would like to present the problems that can be formulated as follows:

1. How the result of teaching present continuous tense using dialogues and reading passage?
2. Which method has a better result, using dialogues or reading passage?

C. Limitation of the Study

In this research, the researcher will focus on the analysis in teaching Present Continuous Tense by using dialogues and reading passage of second year students of SMPN 2 Banyudono.

D. Objective of the Study

Based on the problem statement, the writer would like to present the objective of the study as follows;

1. To describe the result of teaching present continuous tense using dialogues and reading passage method.
2. To find out the method that has better result, dialogues or reading passage method.

E. Significance of the Study

The writer expects that research paper have some theoretical and practical significance.

1. Theoretical Significance

This research will give solution to find out the appropriate method in teaching present continuous tense.

2. Practical Significance

a. For the students

The result of this research can be used as a reference to improve the ability of student in understanding more about comparative study by using dialogues and reading passage.

b. Other researchers

To give additional information for other researcher who wants to conduct further research on the related field.

F. Research Paper Organization

The writer organizes this research paper in order to make clear of this research content. This research is divided into five chapters. Chapter I is introduction which is dealing with the Background of the Study, Problem Statement, Limitation of the Study, Objective of the Study, Significance of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature which covers the Previous Study, Comparative Study, Notion of Present Continuous Tense, and Notion of Teaching Present Continuous Tense.

Chapter III is Research Method. This chapter consist of Type of Research. Place and Time of the Study, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, and Tehnique for Analyzing Data.

Chapter IV is Analysis and Discussion. Chapter V is Conclusion and Suggestion.