

**THE APPLICATION OF PAULSTON AND BRUDER'S
STRUCTURAL PATTERN DRILLS IN TEACHING
PRESENT CONTINUOUS TENSE FOR STUDENTS OF
SMPK ST. STANISLAUS I SURABAYA OF THE
SCHOOL YEAR OF 1989 - 1990**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



by

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This thesis entitled THE APPLICATION OF PAULSTON
AND BRUDER'S STRUCTURAL PATTERN DRILLS IN TEACHING
PRESENT CONTINUOUS TENSE FOR STUDENTS OF SMPK ST.
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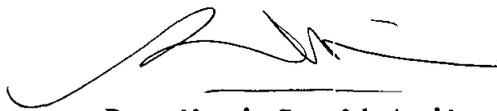
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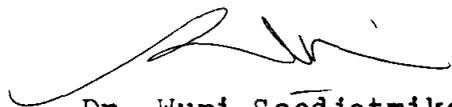
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ABSTRACT

English is one of the most important languages to be learned because many books are written in English. 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. From the writer's 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.

Because teaching English at this level becomes the foundation of the following teaching, the presentation of English at the junior high school should have been paid attention to. To obtain, 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.

In applying the Paulston and Bruder's structural pattern drills in teaching English grammar, the writer intends to find out whether the structural pattern drills give a significant difference among the low, average and high groups. In addition, it is also expected to be a useful input for the English teachers in using the structural pattern drills in teaching English grammar in order to avoid the students' boredom and to achieve a more successful teaching outcome.

To get the accurate data for this study, the writer conducted an experimental study for students of SMPK ST. STANISLAUS I Surabaya of the school year of 1989-1990 as the population, while the random sample is the first semester students of group A. The number of the students being observed for this study was 43 students. First the students were given a pre-test in order to divide them into low, average and high groups, then the writer presented a new teaching material about Present Continuous Tense. Next, after the teaching material had been taught, the students were given a post-test.

Furthermore, the data in the form of pre-test and post-test scores were analyzed. First, the writer used the ANOVA test statistic to get the significant difference among groups. Seeing that the computed F calculation is greater than F (0.01) --- it means that the Null Hypothesis was rejected. Thus, the Alternative Hypothesis was accepted, and this means that there is a significant difference among the low, average and high groups. Then the t-test after ANOVA was used to determine which one among the three groups has a highly significant difference.

After analysing the data using these techniques, the writer found that there was a significant difference among the low, average and high groups in learning English grammar through Paulston and Bruder's structural pattern drills and the highly significant difference was for the low group and the high group because t calculation is greater than t (0.01). For the low and average groups, the average and high groups were significant difference because t calculation is greater than t (0.05).

In short, it can be concluded that the Paulston and Bruder's structural pattern drills of teaching English grammar are a useful input for the English teachers in order to avoid the students' boredom and to achieve a more successful teaching outcome.