

## CHAPTER II

### PEER-TEACHING AND STUDENTS' COMPREHENSION IN PRESENT PERFECT TENSE

This chapter discusses about the two variables in this research. Grammatical, present perfect, and also peer-teaching are explained in this chapter. The researcher applied a Quasi Experimental research to solve the problem faced by the students in learning present perfect tense.

#### A. Definition of Grammar

When the learners want to know how the words arrange to become a possible sentence, they should learn about grammar. Grammar is a part of English that should be learned by the language learners. Grammar is important, as 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 studied about language including English. There are many definitions tell us about grammar, here some definitions about grammar from the experts. As Greenbaum and Nelson (2002:1), “grammar in this book refers to the set of rules that allow us to combine words in our language into larger units”. In the other hand, Thornbury (2001:1), “grammar is partly study of what forms (structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus grammar is a description of the rule that govern how a language’s sentences are formed”. From the statements, researcher concludes that

grammar is a set of rule how to arrange words in order to make a possible sentence. Learning grammar is very useful in writing and speaking skills.

## **B. Grammar Knowledge**

There are two aspects in grammar, the arrangement of the words and structure of the words. As Lock (1997:4), “grammar includes two aspects: (1) the arrangement of words and (2) the internal structure of words”. The way how the words combine to form a meaningful sentence called syntax. The internal structure of words is called morphology, for example the word *loved* are divided into two parts: *love* + *ed*. In the other side, there are also the two aspects in measuring grammar knowledge, they are accuracy and meaning. Each aspect divided into some parts, they are phonological form/meanings, lexical form/meanings, morphosyntactic forms/meanings, cohesive forms/meanings, information management forms/meaning, and interactional forms/meaning. Thus are what researcher need to measure learners’ grammatical knowledge.

In measuring grammar ability to the student in this research, here the researcher will use CELT. CELT or the Comprehensive English Language Test is kind of test used if the researcher wanted to measure the English language ability of non-native speakers (*see Appendix 1. Table of Grammatical Knowledge*).

## **C. Tense**

In learning grammar, learners also learn about tense because tense is a part of grammar. The word of ‘tense’ adopted from the old French word *tens* which means ‘time’. According to Higginbotham (2009:58), “the tenses of English and

other languages are expressions of generality involving time”. In the other hand, Schatz (2002:64), “Tense means time, a verb tells us not only what action is occurring but also when it is occurring. The form and spelling change to tell us when an action is taking place”. From both of statements, the researcher conclude that tense is verb changes to express situation, event, or action that happened based on the time (past and present). In addition, Frank (1992:47), “Tense is special verb ending or accompanying auxiliary verb signal the *time* an event takes places”. There are only two tense in English tense. According to Taylor (2002:394), “English has only two tenses, the so-called past tense and the present tense”. In addition Greenbaum and Nelson (2002:55), “Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb. There are two tense forms: present and past”. In *Understanding and Using English Grammar* book, Azar, Mathies, and Hartley (2001:2) argued:

Some other analyses of the English verb system may claim that there are only two tense: past and non-past. They may use the term “aspect” for the perfect and progressive forms. In this text, the term “tense” is deemed useful because it is easy to use pedagogically to identify twelve verb forms that have particular meanings and uses within a relational system. Whatever this twelve form are called, the important consideration for the student is their meaning and use.

Based on Biber, Conrad, and Leech (2002:156), “aspect adds time meanings to those expressed by tense. Aspect answer the question ‘Is the event/state described by the verb completed, or it is continuing?’. There are two aspects in English: perfect and progressive (sometimes known as ‘continuous’). Verb that do

not have aspect marked on them are said to have simple aspect”. Tense is most important part and difficult to understand to non-native learners in learning English grammar. Based on Arakkitsakul (2008:12), “when study grammar, tense plays the most crucial part and one cannot deny that it is the most difficult part in English which non-native learners have to spend much time to understand and use it correctly and properly”.

### 1. Present Perfect Tense

Present perfect tense used to express something before now at an unspecified 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*”. In addition, Murphy and Altman (1989:25), “We form the present perfect with **have/has** + *past participle*”. Present perfect tense also express a situation began in the past and continues to the present. As Azar (2003:86), “when the present perfect is used with *since* or *for*, it expresses situation that began in the past and continue to the present”. In addition, DeCappua (2008:186), “The present perfect is also used to express *continuative* or *durative* time, that is, to describe an event or action that occurs over a period of time. This is stable time. The present perfect often co-occurs with such expressions of time as **for** and **since**”. To announce or to give new information about recent happening we also use present perfect as Murphy (1989:26), “We often use the present perfect to give new information or to announce a recent happening... you can use the present perfect with **just** (= a

short time ago)...use the present perfect with **already** to say something happened sooner than expected”.

In addition, Murphy and Altman (1989:30), “we often use the present perfect with **yet**... **Yet** shows that the speaker is expecting something to happen, use yet only in questions and negative sentences”. Based on the explanation, the researcher conclude that present perfect tense is express an activity or situation that occurred (or did not occur) before now at some unspecified time in the past with formed **have/has + past participle**. Use with **since** or **for** to express continuative or durative time, use with **just** and **already** to give new information or to announce a recent happening or to say something happened sooner than expected and use with **yet** to shows that the speaker is expecting something to happen, only in questions and negative sentences. Below is the table specification of present perfect tense by DeCappua (2008:186):

**Table 2.1**  
**The Form of Present Perfect**

Sentence Types: Present Perfect				
Auxiliary	subject	Auxiliary (+ not)	past participle	Sentence type
<b>Has</b>	Sue	has	walked.	(+) Positive
	Sue	has not	walked.	(-) Negative
	Sue		walked?	(?) Question

Notes: **Have** are used for **I, You, They, We**  
**Has** are used for **It, he/she, Sue**

(Adapted from DeCapua, 2008:186)

## 2. Teaching Present Perfect Tense

As a part of grammar, tenses are important to be learned by the students. Based on Arakkitsakul (2008:12), “when study grammar, tense plays the most

crucial part and one cannot deny that it is the most difficult part in English which non-native learners have to spend much time to understand and use it correctly and properly. Most of EFL learners find it difficult to learn present perfect tense. According to DeCapua (2008:186), “ESL/EFL learners are also told that the present perfect tense is difficult because there is much variation as to when it is used”. In addition, Parrott (2000:235), “Many learners find it difficult to think of the present perfect tense as a form that can refer to present time in some contexts, and past time in others”. From both of the statements, the researcher concludes that present perfect tense is the most difficult tense from the other tenses, because ESL/EFL learners find it difficult to learn present perfect tense. In some contexts, present perfect refers to present time, and in other contexts it shows past time. Parrott (2000:235), “The biggest difficulty for many learners is knowing when to use the present perfect as opposed to the past simple”. The students also confuse when to use present perfect, sometimes they prefer to use past simple instead of present perfect.

Based on the explanation about present perfect in the beginning of this part, the researcher concludes that in learning present perfect the student should be able to use present perfect tense to express an activity or situation that occurred (or did not occur) before now, at some unspecified time in the past by using the form of present perfect (have/has + past participle), and also the student should be able to make affirmative sentences, negative sentences (have/has + not + past participle), and questions in present perfect. In addition, the student should be able to use present perfect tense to express a situation

began in the past and continues to the present by using *since* or *for*, students should be able to use the present perfect to give new information or to announce a recent happening by using *just and already*, and also students should be able to shows that he/she is expecting something to happen by using *yet* in questions and negative sentences.

### **3. Teaching Present Perfect Tense at SMP ABDI AGAPE Pontianak**

The researcher interested to conduct this research in SMP ABDI AGAPE Pontianak. Based on pre-observation there is similar problem on previous research that faced by the students in SMP ABDI AGAPE Pontianak. Most of the students in SMP ABDI AGAPE Pontianak, especially for the students at eighth grade are difficult to learn present perfect tense. The students difficult in understand about the use of auxiliary “have/has” in present perfect tense. Beside that, students felt that there is ambiguity in present perfect tense, where some contexts refer to present time and in others contexts it is refer to the past time. This is common error and logical reason for the students’. As Hinkel (2004:158), ”In other occurrences of mixed present and past tense, one verb may refer to an activity that takes place in the general present, but another verb denotes a past-tense activity”. The researcher taught present perfect tense as the lesson plan of control group and experimental group (*see appendix 5-10: Lesson Plan*). This research conducted to measure the effectiveness of the treatment that will be used in this research.

#### **D. Peer-Teaching**

Peer-Teaching or also called Peer Tutor seems like Cooperative Group Teaching strategy where the students' learn in a group with the tutor. Peer-Teaching or also called Peer Tutoring is one of learning strategy where the students' learn from the other students that are more experienced and knowledgeable about the lesson. As 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". In the other hand, according to Amaka (2013:194), "peer tutoring is a method of instruction that involves students teaching other students, a system of instruction in which learners help each other and learn by teaching". Adekoya and Olatoye (2011:320) also define, "peer-tutoring as involving students' learning from and with each other ways which are mutually beneficial and involve sharing knowledge, ideas, and promotes mastery, accuracy, and fluency in content learning". From the definitions of peer-tutoring, the researcher conclude that peer-tutoring is a strategy where the students' that more experienced and knowledgeable teach the other students, share ideas, experience and knowledge about subject material.

Peer-teaching can develop and give a positive influence toward the students. As Mitchell (2008:52), "Peer tutoring is a powerful tool for increasing the overall effectiveness of teaching in inclusive classrooms". According to Adekoya and Olatoye (2011:320), "in peer tutoring class each student gets more attention from the tutor and more time to speak while others listen. This allows the students take active part in constructing their knowledge".

## 1. The Use of Peer-Teaching

Peer-Teaching can be used across subject areas, not only in reading, but also in math, science, social studies, physical education-indeed, in all curriculum areas. According to Mitchell (2008:52), “Peer-tutoring is a powerful tool for increasing the overall effectiveness of teaching in inclusive classroom. It can be used across subject areas, not only in reading, but also in maths, science, social studies, physical education-indeed, in all curriculum areas”. This means teachers can use Peer-Teaching in every subject material such as math, science, include in learning English. Below is the procedure in putting peer-teaching into classroom:

- a) Use a structured lesson format, with clear goals and a systematic step by-step approach.
- b) Select the material within the tutee’s level of understanding
- c) Train the tutor (or tutors if you are using several) in approaches to presenting the material through modeling, supporting correct answers, responding to errors and giving constructive feedback.
- d) Set up tutoring sessions for a limited time period. For example: 10-15 minute sessions, three times per week for two weeks.
- e) Regularly asses the tutee’s progress.

*Adapted from Mitchell (2008:54)*

## 2. Advantages of Peer-Teaching

There are some advantages in implementing peer-teaching in teaching learning process for the learners, the tutor and also for the teacher. Taken from Mitchell (2008:53) there are some benefits in using peer-tutoring, as follow:

- a) the tutees, by being provided with increased individual attention, work pitched at their instructional level, repeated practice, immediate feedback, peer support and additional time engaged with tasks;

- b) *the tutors*, who can make gains by having their own skills reinforced and expanded, as well by having their self-confidence and sensitivity to others enhanced;
- c) you, *the educator*, by enabling you to increase the level of cooperation in your class and by giving you more time to spend with other learners;
- d) *the education system*, given its cost-effectiveness.

The students' whose been taught by the tutor will become confident, they will not afraid to asking a question to the tutor, so they could be more active. For the tutor, they will be having more self-confidence, give them a new experience as a tutor for their friends. And for the teacher, this strategy will develop the students' activities and improve the stage of your cooperation in the classroom. By implementing peer-teaching as strategy in the teaching learning process, all of the students' and the teacher will get advantages and a new experience. In the other hand, peer-teaching also have a weakness where the teacher will need much time to apply this strategy in the learning process. The teacher will spend much time to supervise the tutor about the subject material that would be taught to the tutees.

### **3. Addressing Risk of Peer-Teaching**

There are some risks in applying peer-teaching in classroom. It seems like some disadvantages/weakness of peer-teaching. Below are some point in addressing risk of peer-teaching:

- a) There is a risk that tutees can become overly dependent on their tutors. You can avoid this by training tutors to work with their peers with special educational needs, with an emphasis on encouraging reciprocal interactions (e.g., opportunities to ask as well as answer questions). They should be carefully supervised and their work should be

acknowledged. Be careful, though, not to negate the idea that peers can be trusted to help each other.

- b) There is also a risk that learners who are willing and/or successful in peer tutoring are asked to undertake an unreasonable load of tutoring, to the point where gains to their own development are jeopardized. Time-limited tutoring (e.g., for a period of six weeks) and rotating this role among a range of learners in your class can help guard against this risk.
- c) You should also recognize that not all learners are suitable to undertake peer-tutoring responsibilities. For example, some might express reluctance to work with learners with special educational needs or they might be inappropriate role models. Some might see tutoring as an opportunity to set up a power relationship in which they can control the behavior of another, less competent learner. This requires you to exercise sensitivity and judgement in approaching learners to take on this role. Take care to ensure that the partners are socially compatible.
- d) Finally, let me emphasize that peer tutoring is a supplement, not a substitute, for good teaching, a point I noted earlier. It should not be seen as a cheap substitute for teachers (as it was in Lancaster's and Bell's days), but rather as a way of deepening students' learning.

*(Taken from Mitchel 2008:56)*

#### **4. Peer-Teaching in Teaching Present Perfect**

According to Mitchell (2008:52), "Peer-tutoring is a powerful tool for increasing the overall effectiveness of teaching in inclusive classroom. It can be used across subject areas, not only in reading, but also in maths, science, social studies, physical education-indeed, in all curriculum areas". From the statement, the researcher conclude that peer-teaching or peer-tutoring can used in all of subject materials include in learning English tenses. In addition Spratt and Leung (2000:218) cited in Assinder findings:

(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.

From the statement above, the researcher conclude that peer-teaching can increase students' motivation, participation, real communication, understanding, responsibility confidence, respects for each other and also improve the students' language accuracy and their language skills.

To apply peer-teaching in the classroom, the first thing teacher should do is choosing some students' which more experienced and knowledgeable to become the tutors. Then the teacher will supervise the selected tutors about 10 minutes before start learning process. After supervise the tutors, then teacher divide students' (the tutees) into small groups. And last, teacher will spread the tutor in each group, and teaching learning process can be start by the tutors. Teacher should watch and observe the teaching leaning activities to make sure the strategy is running smoothly. In the end, there is conclusion about peer-teaching as Mitchell (2008:57), "It has proven to be an effective strategy in increasing the academic achievement and social interactions of learners with and without disabilities. It is very appropriate as an alternative method of reviewing material, but not as a method for introducing new content". The student in SMP ABDI AGAPE Pontianak has learned present perfect tense. It means this is an appropriate strategy to use in teaching present perfect tense to the eighth grade students in SMP ABDI AGAPE Pontianak.