CHAPTER I

INTRODUCTION

This chapter is an introduction of the thesis. It discusses several aspects, such as research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

Learning English is not easy for Indonesian because in Indonesian schools, English is taught as a foreign language. Therefore, English teachers as educators must be creative and know various models of learning that can improve students’ participation. A creative teacher is a teacher who knows the various models of learning in English. The teacher also knows the condition of students to adjust the learning method that will be used.

According to Phuket and Othman (2015), most of English as Foreign Language (EFL) students still have problems in using grammar because it caused students difficulty in composing an effective writing. In grammar, there are also many tenses which have different functions, so it can make students confused to choose the right tenses whenever they want to ask or answer a question. It is also supported by Al-Mekhlaf and Nagaratnam (2011), who stated that in terms of motivation and success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. Therefore, the researcher wants to implement Grammar Translation Method (GTM) as the method to teach English to the students.
GTM is a traditional technique of foreign-language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native language into the target language and vice versa. According to Richards (2001), grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Reading and writing are the major focus of this method. They mean that GTM is a method that teaches students how to translate source language to target language by using correct grammar and makes the students learn their mistakes before so they will not do the same way.

According to Chang (2011), GTM can affect the students’ participation by improving the students’ motivation and confidence in learning English. Therefore, students will be more active in learning the material and understanding it well. In addition according to Richards and Rodgers (2001), GTM is more focused on reading and writing skills in the process of language learning.

According to Nunan (2005), writing is the process that refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. It means that writing is a process of thinking; collecting and putting down the ideas on the papers until it makes some paragraph.
In this study, the researcher wants to implement the GTM method in teaching writing to improve the students’ writing skill. It is inspired by two researches under title “Teaching Reading Using Grammar Translation Method at the Second Grade Students of SMP 4 Kotabaru Kabupaten Karawang” and “The Use of Grammar Translation Method to Improve Students’ Mastery of Causative Form”.

The result of the first research shows that from posttest reading using grammar translation method they can reading better and know the grammar and translation the meaning on the text, and also changed the grammar into past tense finally be concluded in this chapter that the lesson plan and the treatment using grammar translation method the effective way to improve the students’ ability in reading comprehension. The researcher suggested to the next research to conduct to teach grammar translation method to improve the students’ ability in reading comprehension.

The result of the second research shows that using Grammar Translation Method in teaching grammar was very effective and teaching English in student’s first language made the students easily understand the materials. The researcher suggested to the next research to conduct about how the Grammar Translation Method improves students’ mastery of English grammar.

Based on background of study above, the researcher chooses a title “The effectiveness of Grammar Translation Method in Teaching Writing at SMP Muhammadiyah 9 Gondanglegi”. The researcher chooses that school because based on the previous teaching experiences of the researcher there is still found a
lot of students who are difficult to learn and participate in English class. Therefore, the researcher uses GTM as a teaching method because it can increase students' motivation and confidence in learning English.

1.2 Research Problem

In order to achieve the objectives, there is a question which is as: “Does the effectiveness of GTM method improve students’ writing skill?”.

1.3 Hypothesis

In an experimental research, hypothesis is an important thing. In this research, the hypothesis is:

1. Alternative hypothesis (Ha) : The effectiveness of GTM method improves students’ writing skill.
2. Null hypothesis (Ho) : The effectiveness of GTM method does not improve students’ writing skill.

1.4 Research Significance

The results of this study are expected to contribute as educational reference to several cases as follows:

1. For the students, the researcher hopes that this study will help the students in their learning process because this study used self-assessment that maybe can improve the students’ participation during English class.

2. For the teachers, the researcher expects that this study can give the teachers more knowledge and information about grammar translation method to make the students more participate in the class.
3. For future researcher, the researcher also expects this study can be an alternative reference for other researchers who will examine grammar translation method from the other side.

1.5 Scope and Limitation

The research is focused on the effectiveness of GTM in teaching writing. This study is limited on the 8th graders at SMP Muhammadiyah 9 Gondanglegi.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation of this study, the researcher gives a definition of the key terms as follows:

Grammar translation (GTM) is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards: 2001).

Writing is the process that refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers (Nunan: 2005).