

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presented about previous studies, the related theories of teaching and Grammar Translation Method, theoretical framework, and hypothesis. In this chapter consists of the theory that would be explained as follows. First was about the review of related literature which consists of previous studies. The second was about review of related literature which consists of teaching writing (definition of writing, the importance of learning writing, teaching writing). The next was about Grammar Translation Method (definition of Grammar Translation Method, the advantages of Grammar Translation Method and teaching writing using Grammar Translation Method), theoretical framework and hypothesis.

2.1 Previous Studies

In this study, the writer summarizes the relevant previous studies. There have been number of researchers who conducted some studies related to present study.

The first study entitled “The Effect of Using Grammar Translation Method On Acquiring English as a Foreign Language” was conducted by Aqel (2013). The researcher proved that using Grammar Translation Method as a teaching method made the grammatical rules easier, the learning process was faster, and increased the students' capability to answer correctly in oral and written exams, and effected on their confidence positively. It proved from

group A as an experimental class, there was a notably excellent participation through the class by the majority of students and they were completely comprehend the rules in no time. Also in the oral questions they answered correctly in English language. Thus, group B as control class needed longer time and explanations to really understand the rules.

The second study was a research from Made Juliarta (2014) about “Teaching Reading Comprehension Through Grammar Translation Method At The Seveth Grade Students Of SMP Widya Suara Sukawati In Academic Year 2013/2014”. Based on the findings of this study, the researcher concluded that grammar translation method could improved reading comprehension of the seventh grade students of SMP Widya Suara Sukawati. It showed that the students avarege score in pre-test was 3.88 and then the mean figure improved to 5.72 in terms of level of mastery.

The last previous study was from Alhasan (2016) entitled “The Use of Grammar Translation Method and Communicative Approach in Teaching English Grammar”. In this study the researcher proved that the mean scores of the two groups on the post-test are compared; the mean of the experimental group is 12.088 and the mean of the control group is 9.176. The computed t – value is 5.181, which is greater than the table t–value which is 2.000. This indicates that there was a statistically significant difference between the two groups under 66 degrees of freedom and 0.05 level of significance. Its means that the Grammar Translation Method was more effective in improving learners’ learning grammar competence.

These three previous studies are certainly benefit for the research topic. Based on the previous studies above, there are some differences between those research with this present study. The first study used GTM on acquiring english as a foreign language, then the second study used GTM in teaching reading comprehension, and the third previous study used GTM in teaching english grammar. While this present study will used GTM to improve students' writing skill. Moreover, all the last previous studies used a conventional media like textbook and just explained the materials to the students. Thus, this research will used new media, it is by using puzzle. Students in a group will arrange the puzzle into the correct sentence, and after that they translation into the target language. With the new and interesting media, the writer hope can teach students clearly and give them deeper understanding. As the result, students can improve their writing skill by using grammar translation method.

2.2 Related Theories

2.2.1 Teaching Writing

1. Definition of Writing

Writing is a process of discovering and organizing ideas, and putting those ideas into a written text. By writing people can share their idea, feeling, or anything. Writing is one of English skill that should be mastered by students.

Salma Scholar (2015) state that writing skill is an important part of communication. "Writing is the expression of feelings, thoughts,

desires and plans in black and white”. In the process of teaching and learning, writing plays a significant role through which is learners can be assessed.

Writing is difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Wikandaru (2016) said that writing will help students master the other skills and of course in mastering English completely. Sometimes students are afraid and shy to express their ideas in speaking but they can tell what they want say in writing it down on a paper before speaking. Then, the student themselves or possibly the reader will understand it. While, there are still some English teacher who have not given attention to this case completely. However, English writing, as a basic language skill for student, should get close attention.

2. The Importance of Learning Writing

There are many kinds of subject in teaching and learning English, one of the basic language skill is writing. Learning to write is not same as learning to speak or listen. Writing demands the learners to express the idea in written form with the correct grammar.

Huy (2015) proposed that “to students, good at writing will bring many benefits for us. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to

support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really important to every student”.

The importance of writing can be seen from the fact that scientific books, novels, letter, newspaper, magazines, brochures, and others are products of writing. Most of those products are very important for human being in their daily activities.

3. Teaching Writing

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. Students can raise up their creativity if the writing class situation is supporting, so it can make students easier to transfer their ideas in a piece of paper. Not only supporting class situation, teachers also should use an interesting method to teach their students.

Huy (2015) explain that “writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in junior high school do not know the important of

writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill”.

In addition, teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basics of grammar. Ultimately, teaching writing means guiding students toward achieving their highest potential in communicating in words.

2.2.2 Grammar Translation Method

1. Definition of Grammar Translation Method

In order to teach English effectively, the role of teaching method is badly needed. One of the method which can be applied in the teaching learning process is Grammar Translation Method (GTM).

Heydari Asl (2015), state that grammar translation method is a foreign language teaching methodology derived from classical method in teaching Greek and Latin. The method requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary master pieces and classics.

Moreover, Tugrul Mart (2013) proposed that “translation makes the learning meaningful, and students become active participants in the learning process. The use of translation will contribute to the use of the target language effectively. Learning gets meaningful via translation, and better comprehension promotes foreign language proficiency. The Grammar Translation Method is useful because learning process is clearer, thus accuracy will be acquired by students”.

2. The Advantages of Grammar Translation Method

The advantages of Grammar Translation Method as offered by Khan & Mansoor (2016) as follows: First, students can understand well the meaning of abstract words and complicated sentences; Second, by having well aware of grammatical rules, students can comprehend the message through reading text and can produce grammatically correct sentences; Third, the GTM demands fewer efforts from teachers; Next, it is a time saving method, because it is the easiest way of explaining vocabulary items; The last, teachers who are not fluent in speaking English can teach English through this method.

3. Teaching Writing Using Grammar Translation Method

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2006).

Teaching writing for junior high school students can be a little tricky at times. Junior High school students are often mature enough in

writing, and junior high school students have an unvarnished imagination that is easy to direct towards learning, but getting junior high school students to open up requires careful planning and good classroom control.

When teaching writing, teacher must be sure to select resources and support materials that not only aid them in teaching how to write, but also be effectively in helping students learn to write.

Fauziati (2009) state that the roles of the teacher and the students in teaching Grammar Translation Method are very traditional. The teacher is the authority in the classroom. The students do what the teacher says to them. Thus, most interaction in the classroom is from the teacher to the students. The steps in teaching writing using grammar translation method as follows : First, teacher divide students into 5 group; Second, teacher give the explanation to the students what should they do; Third, students translate the dialogue into mother tongue based on the command of the teacher; Next, teacher check the students' task; The last, teacher give feedback to the students' task.

Widianto (2011) said that from Grammar Translation Method, teachers can give the instructions by using the students' mother tongue then directly translate into the target language, or from the target language into the mother tongue. The advantages of this method are that the students get secure and familiar with English and they know how to express their idea in the target language without doubt.

2.3 Theoretical Framework

This theoretical framework is to give clear understanding about theories used as basic of this study. The writer focuses on students' writing skill. Referring of the previous research that gives positive effect to the students' writing skill, the writer uses one of the traditional method to improve students' writing skill. The writer uses Grammar Translation Method as an approach in teaching students' writing skill.

The positive result of the used of Grammar Translation Method in teaching reading comprehension by (Made Juliarta, 2014) impress me. Made Juliarta (2014) implemented GTM as a vehicle in teaching reading comprehension. He used GTM have positive effect on reading comprehension of seventh grade junior high school students. In additions, research conducted by Aqel (2013) is investigate the effect of Grammar Translation Method on Acquiring English as a Foreign Language could increased the students' capability.

In this research, the writer assumes that there is a significant difference between the students' writing skill of seventh grade students of MTs Miftahul Huda Dongos taught with and without using grammar translation method in academic year 2018/2019.

Based on the statement above, the writer will define that the use of grammar translation method in teaching English can help the students to improve their writing skill. GTM can be one of an interesting method in teaching and learning process.

Table 2.1
Theoretical framework of this study

