

CHAPTER 1

INTRODUCTION

In this chapter, the writer would like to discuss the background of the research, problem identification, problem statement, objective of the research, significant of the study, research hypothesis, and outline of the study.

1.1. Background of the Study

Nowadays English is an importance as an international language. English used not only in the countries which is native language is English, but also in other countries where English becomes the second or even foreign language, including Indonesia. In Indonesia, English has been taught as a subject at school. Four basic skill to master includes listening, speaking, reading, and writing skills. And writing is one of the important skills in learning English.

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. However, writing skill is the language skill considered as most difficult to master compared with other skills.

Togatorop (2015) mention that writing in English as a foreign language is a difficult skill which is usually takes so much time for students to master competently, and hence it tends to be a boring lesson. The writing difficulty is usually associated with its complex process or activities. This

view is supported by several experts including Nunan (1995), Brown (2001) and Harmer (2007) who said that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation.

Since writing is a subject which is studied by students in junior high school, teaching writing is important. However, most junior high school students can not master writing skill because it is not an easy lesson to learn. It can be seen when the students tried to write some paragraph in the short functional texts lesson and they find difficulties to write. As the result, they can not write correctly.

All of those problems commonly appear because the technique used by the English teachers like substitution drill and memorizing words sometimes make the students tend to be passive and bored in their learning activities. Thus, junior high school students actually need an attractive and enjoyable learning activities, because they do not only focused on their learning activities, but also do other activities like playing and socializing with their friends. Furthermore, the English teacher is the one who is responsible to give an interesting and joyful teaching and learning activities in the class.

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 a new

and interesting method to teach their students. One of the method that can be used is GTM (Grammar Translation Method).

Khan & Mansoor (2016) state that “Grammar Translation Method is basically a method of teaching and learning of foreign languages. Under this method translation of text and study of grammatical rules and their practice are the main activities. In the class of GTM, use of target language is very less, and students are taught in national language or L1. There are some vocabularies with their meaning in the form of list of selected words. Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. Then translation of several sentences is required by the students. A contrastive study of target and source language gives great understanding of structure of both languages”.

Abbas, Ali, & Karachi (2014) says that “the biggest advantage of GTM is students can have better understanding of complicated concepts”. Moreover, based on Made Juliarta (2014) state that the used of Grammar Translation Method can affect the students’ writing skill optimally. This method can make students easier to translating grammatical forms, memorizing vocabulary, and studying conjunctions. So it will improve students’ writing skill. In addition, Grammar Translation Method can be used to improve students’ mastery of practicing the translation, by involving directly the students’ mother tongue.

Based on the above background, the writer interested in writing experimental research proposal entitled “The Effectiveness Of Grammar Translation Method to improve Students’ Writing Skill (An Experimental Research At Seventh Grade of MTs Miftahul Huda Dongos In Academic Year 2018/2019)”, hopefully with this method can increase students’ writing skill optimally.

1.2. Problem Identification

Based on the background of the study above there were some problems in English teaching and learning especially in teaching and learning writing skill at seventh grade of MTs Miftahul Huda Dongos. The problems come from students and teacher’s factor.

One of the factors came from the students concerning with students’ low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework. Some of them looked sleepy, doodling, daydreaming, yawning, and did not pay attention to the teaching and learning process. Besides that, students’ writing skill was low. It could be seen from their writing products. Some students even asked to the teacher in Javanese about what they should write and what language they should used. In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice the words, and lacked ideas. Moreover, they were reluctant to bring dictionaries.

Meanwhile, the other factors coming from the teacher who used a conventional media such as textbooks and student worksheets, and the teacher used techniques which were not quite interesting for the students. The teacher just gave tasks and students were asked to do the tasks. So, it looked like only testing activities. Furthermore, the writing skill has small portion in the teaching learning process. The most taught skill is reading. So, the students had less practice in writing.

Thus, in order to encourage students to build their participation in learning writing process, the teaching technique of grammar translation method used by the English teacher as a good way to teach. It certainly could make students more interest in learning writing and make the learning process more enjoyable.

1.3. Research Questions

Based on the background of the study, the research question in this study :

How significant is the difference in writing achievement between the students who are taught using grammar translation method and those who are not?

1.4. Objective of the Research

The objective of this study is to find out the significant difference in writing achievement between the students who are taught using grammar translation method and those who are not.

1.5. Significance of the Study

This research is formulated as an effort of finding some uses. The uses of this research are:

- a. Theoretically, the result of this research could increased useful information in teaching writing skill.
- b. Practically, this method was useful to the teacher, because this method could helped the teacher to taugh the students optimally, especially in teaching writing for junior high school, and for the students they have a new interesting method which could teach them clearly.

1.6. Research Hypothesis

In this study, the hypothesis is presented as below:

1. Null Hypothesis (Ho)

There is no significance difference in writing achievement between students who are taught by using grammar translation method and those who are not.

2. The Alternative Hypothesis (Ha)

There is a significance difference in writing achievement between students who are taught by using grammar translation method and those who are not.

1.7. Outline of the Study

This study consist of five chapters which can be elaborated as follows:

Chapter I is introduction. This chapter explains about general background of the study, statements of the problem, objectives of the study and significances of the study.

Chapter II presents review of related literature. It covers general concept of teaching writing, the importance of learning writing, general concept of grammar translation method, the advantages of grammar translation method, teaching writing using grammar translation method.

Chapter III discusses setting of the research, subject of the research, research design, method of data collection and technique of data analysis.

Chapter IV presents the result and the description of the data.

Chapter V presents the conclusions and suggestions on the basis of the research finding.