

CHAPTER I

INTRODUCTION

A. The Background of the Problem

As social human beings the people can't live alone, they are very need interaction with the others people all the small form for example The family, or the large form for example the world. In this interaction absolute need something tool that is language. For the Indonesian people, they has language that is Indonesia language beside that there are tens more over hundreds other language like Sudanese, Javanese, Balinese, Minang etc.

Illustrate that Fromkin and Robert (1983: 3) : whatever else people may do when they come together whether they play, fight, make love, or make automobiles they talk we live in a world of words, we talk to our friends, our associates, our wives and husbands, our lovers, our teachers, our parents and in-laws. We talk to bus drivers and total strangers. We talk face to face and over there telephone. And everyone responds we more talk. Television and radio further swell this torrent of words. As a result, hardly a moment of our waking lives is free from words, and even in our dreams we talk and talked to. We also talk when there is no one to answer. Some of us talk a loud in our sleep. We talk to our pets and some times to our selves. And we are the only animals that do this-that talk.

.According to kamus besar bahasa Indonesia (1990:66): Bahasa adalah 1) Sistem lembaga bunyi berartikulasi (yang dihasilkan alat-alat ucap) yang bersifat sewenang-wenang dan konvensional yang dipakai sebagai alat komunikasi untuk melahirkan perasaan dan pikiran; 2) Perkataan-perkataan yang dipakai oleh suatu bangsa (suku bangsa, negara, daerah, dan sebagainya); -Perancis; -Bali; -Toraja; 3) percakapan (perkataan) yang baik; sopan santun; tingkah laku yang baik: baik budinya

Language is 1) The system of sound symbol articulating (resulted by the organs of speech) which is arbitrary and conventional use for communication to express feelings and thoughts; 2) words used by a nation (ethnic, state, region etc); French, Balinese, Toraja; 3) Conversation (saying) which is good; politeness, good attitude; good personality.

Based on Oxford as Harnby (1987: 473): language is human and instinctive method of communicating ideas, feelings and desires by means of a system of sounds and sounds symbols.

It's known that English is the international language used for communication by people. Is the only instrument to get knowledge, science and technology because there are many books written in English? The world of business and international diplomatic relationship cannot absolutely be separated from English.

Because English is a language, so it is a tool used to express our feelings and thought to another people. Robert Lado (1964: 12) states that:

Because English is a language, so it is a tool used to express our feelings and thought to another people. Robert Lado (1964: 12) states that:

“Language is intimately tied up to men’s feeling and capacity. It is bound up with nationality, religion and the feeling of self. Everyone uses it for work, work ship, and play, he be a beggar or banker, savage or civilized”.

From the above statement, it can be concluded that language, especially the English language has very important role has the language of the science and technology and the language of international communication. To people in some countries, English is regarded as a foreign language to be learned and mastered as well as possible. It is not only because English is the native language used in Great Britain or in the Unit States, but it is also understood mere widely that any other languages.

For this reason, English in taught to the student of SLTP and SMU up to Students of a University in Our country.

The most important objective of teaching English as a foreign language to the students and our country is to make students able to read, to write, and to speak this language, so that they are able communicate with other people who use English as a native or a second language.

There are four basic skills in English teaching. They are reading, writing, speaking and listening. Reading skills is taught to students in order that they are able to read books, magazines, newspaper and other information written in English.

Through reading, one may be able to enlarge that those who do spend much time on reading. By reading a lot of scientific books, magazine and newspaper, we are able to know the culture, civilization, customs, and the development of technology of the other people in the world.

Skimming is some times one reads to get just a general idea of a certain reading material. In such a case, one lets his eyes pass over headlines, titles, subtitles, topic sentences, conclusions and summaries. Such reading is used when a reader does not need to examine a text thoroughly or his time does not allow him to do so. We often skim in the case of newspapers, magazines, familiar books, stories and the like (Ali Muhammad Ali Alkhuli 1976: 77)

With using the Direct Method and Translation Method, the writer hopes the students can be increase skimming in learning reading comprehension.

Form the result of interview with the English teacher of *SLTP Negeri 1 Babakan Kabupaten Cirebon*, the writer gets the data that the English teacher uses translation method for teaching English and they furthermore say to the writer that most students (70%) of that school always find difficulties in learning reading comprehension.

The average mark of each student in English test presented by the teacher is only 5 (five).

To comprehend the contents of reading text is very important for anyone who wants to be good at reading, especially for a student who is learning a certain subjects which requires reading ability. For example, a student who is studying a language should have good mastery of meaning of the words, idioms, sentences, and the whole contents of the passage unless he will be unable to comprehend the reading text he is reading.

The translation methods consist of practice in translating text of a foreign language to increase student's mastery on vocabulary. The translation begins from the second language into the first, language the second. The translation of reading text starts from word-to-word and goes on with the sentence. The question and answers taken from the reading text are given to accompany it and are followed by a number of exercises in two-way translation. (That is the state Mc. Grow Hill, 1964: 160).

According to writer's opinion, in relation with this thesis, she found out that translation methods used for teaching language is time consuming because it leads those students to presume that this way of saying things in a foreign language they are learning. The students will make mistakes, especially if the grammatical patters in the native language of the learner are quite different from those of the foreign language.

For example, the student is asked to translate this statement 'the tool used for cutting meat is knife' into this native language, Indonesian language. If he does not master the grammar of English, he perhaps will translate it like this '*Alat menggunakan untuk memotong daging adalah pisau*'. This translation of course, is not true. The right translation of the statement is '*Alat (yang) digunakan untuk memotong daging adalah pisau*'. Because the verb 'used in the statement to tool used for cutting meat' is the passive construction.

A problem is teaching reading, even to native speakers, is that in English the same written letter or letters can represent various sound. There is still enough correspondence, however, between letter and sound on which teachers can capitalize in teaching beginning reading. Various techniques for developing letter and word recognition skills will be given below.

During the research the writer finds that:

1. The students have problem in understanding the context of reading text.

These problems make students have difficulty in getting information and comprehending the reading text.

2. The students lack vocabularies and grammar, as the students have difficulty in getting information on reading text.
3. The students have difficulty in answering the question.
4. The students are not able to answer the question quickly or effectively.

As the teachers need to observe this effort to overcome students' difficulties in learning reading comprehension through translation methods. That is why the writer chooses the topic.

B. The Formulation of the Problem

To formulate the problem of the research, the writer has divided; the writer has divided in into three main parts as follows:

1. Identification of the research.

a. The field of the research

The field of the research in this thesis is methods of teaching (the direct method and the translation method).

b. The approach of the research is a quantitative approach. It means that the obtainer in particular form of correction should be measured and interpreted by means of statistic analysis.

c. Kinds of the problem

Kinds of the problem in this research is a comparison students achievement in learning reading comprehension by skimming taught by the writer through the direct method and is regarded as dependent variable (x_1 variable), to illustrate the students achievement in learning reading comprehension taught by the English teacher of *SLTP Negeri 1 Babakan Kabupaten Cirebon* through the translation method and is considered as independent variable (x_2 variable).

d. Limitation of the problem

To avoid the problem from misunderstanding and misinterpreting, the writer to limit the problem as follows:

- 1) The student's achievement in learning reading comprehension by skimming taught through the direct method (x_1 variable).
- 2) The student's achievement in learning reading comprehension by skimming taught through the translation method (x_2 method).
- 3) Analyzing the data in order to find out whether there are any positive and significant comparisons or not between the two variables above.

2. Questions of the research

The questions of the research which must be described by the writer are based on the limitation of the problem above. They are as follows:

- a. How is the student's achievement in reading comprehension by using direct method?
- b. How is the student's achievement in learning reading comprehension by using translation method?
- c. Are there any positive and significant comparisons or not between the students' achievement in reading comprehension by using direct method and translation method?

C. The Aims of Research

1. To find out the data of students achievement in learning reading comprehension by using direct method.
2. To find out the data of students achievement in learning reading comprehension by using translation method.
3. To find out the comparison of the student's achievement in reading comprehension by using direct method and translation method.

D. The Frame of Thinking

Everyone should realize that the ability to read is very important since it is tool for human beings to increase their knowledge, especially the ability of reading foreign language like English. That is because by reading a lot of books magazines, newspapers, articles, etc. we will get much information and knowledge from the outside of the word. According to Robert Lado, 1964; 153, Language Teaching. State that:

In the process of learning and teaching English as a foreign language, there are four basic skills that have to be taught to the students; they are reading speaking, listening and writing.

Reading skill is taught to be the students in order that they are able to read and understand what are written in English, such as books, magazines, newspapers, articles, directions, etc.

Speaking skill is a skill taught to the students in order that they are able to communicate with other people who use English as a second or a native language for communication.

Listening skill is a skill taught to the students in order that they have knowledge of understanding and discriminating the sounds of the language or the words spoken by the speaker.

Writing skill is a skill taught to the students in order that they are able to write a short composition, a letter of application, friendly letter and business letter.

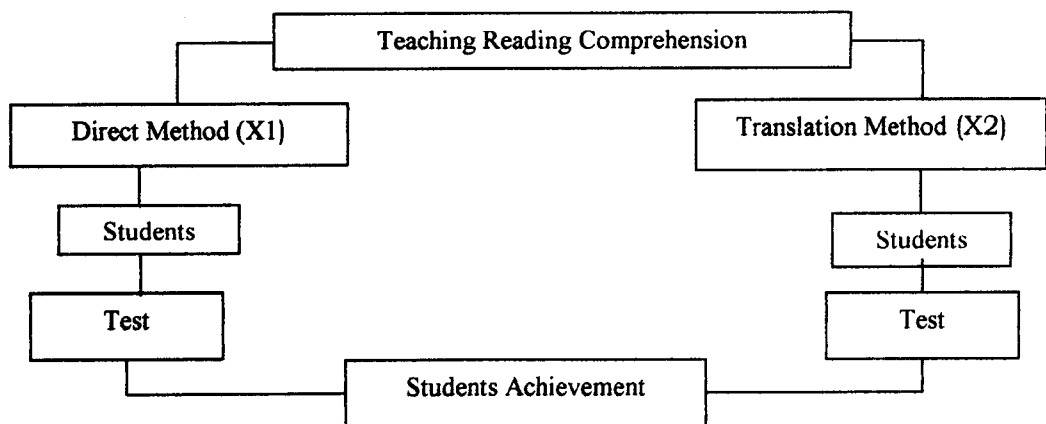
According to William Francis Mackey's opinion that there are at lasting methods that can be used and applied for teaching foreign languages. He states that:

Most of the methods developed over that past few centuries are still in one form or another in various parts of the world. The most common the use are (1) the direct method. (2) The natural method. (3) The psychological method. (4) The phonetic method. (5) The reading method. (6) The grammar method. (7) The translation method. (8) The grammar-translation method. (9) The eclectic method. (10) The unit method. (11) The language control method. (12) The Mummer method. (13) The practice-theory method. (14) The cognate method. (15) The dual-language method.

But in the writer's opinion that there is no method becomes the best method in foreign language. The best method for teaching foreign languages is the method which is relevant to a certain condition based on the facilities and equipment provided by the school.

Having observed the process of teaching and learning English at the second year of *SLTP N 1 Babakan*, the writer knows that the English teacher of that school uses two types of methods, the direct method and the translation method for teaching English. Particularly for teaching the English Reading Comprehension. Her reason for using the direct method is that because in the direct method, the teacher and the students are obliged to use and speak English from the start of the lesson till at ends. And her reason to use translation method is that because it is very simple and easy to do. She only translates word by word or sentence of the English materials she is teaching into the student's native language.

Based and the above statements, the writer would like to illustrate the frame of thinking of this research diagrammatically as follows:



E. The Steps of The Research

1. Population and Sample

a. Population

By population, also called 'universe' we mean all the members of real hypothetical set of persons, events or object (Walter R. Borg, 1971: 115).

Based on Borg's opinion above, it is concluded that the population may take the form or groups which consists of people, events or things.

b. Sample

Because the number of the population is so large (268 students) that the writer only takes 84 students (two class) 44 students of class II.C is taken as an experiment class and 44 students of class II.D is taken as a control class.

The writer take the sample is cluster sample. Cluster sample adalah dua objek yang sama tetapi dalam pemberian soal berbeda, karena mencari perbedaan dari hasil materi yang berbeda (Margono, 2000:45).

cluster sample is two object as experiment which given test. The test is different because we will take the result from the two objects and seek the different.

2. The Data Resources

a. Theoretical Data Resource

To obtain the theoretical data resource, the writer has read the 1994 English curriculum for SLTP students, some scientific English books on methods of teaching foreign languages, especially about Reading comprehension and some other books either they are written in English or in Indonesian which are relevant to the discussion of the topic of the thesis.

b. Empirical Data Resource

1) Primary Data of the Students

From the primary data of the students, the writer knows the whole number of the second year students of *SLTP Negeri 1 Babakan Kabupaten Cirebon*, that is 268 students (six classrooms) and each classrooms consists of 44 students. The writer also knows the financial condition of their basic knowledge of English and their interest in learning English.

2) The Secondary Data of the Teacher, Headmaster and Employment

From the secondary data of the teachers, the writer knows the book and the methods the use for teaching English, the years of their experience in teaching English, their capabilities in classrooms. All of these data will also determine the success and the failure of the student's achievement in learning English.

3. The Technique of Collecting Data

The technique of collecting data uses as follows:

a. Observation

To find out the data uses and observation about the objective condition of school, teachers, students and facilities of *SLTP Negeri 1 Babakan Kabupaten Cirebon*.

b. Interview

To find out the data about teaching and learning process of Reading Comprehension at the second students of SLTP. And do an interview with the headmaster, English teacher and the second year students of *SLTP Negeri 1 Babakan Kabupaten Cirebon*.

c. Test

Give the test on Reading Comprehension to the students of the second year class II A who are taught the Reading Comprehension through the direct method and class II.B who are taught through the translation method. From the test, the writer gets the data of the students achievement in learning Reading Comprehension taught through both two methods.

4. The Technique of Analyzing Data

a. Qualitative Data Analysis

Qualitative data is data is served in verbal word form not in amount form. It means that this data need served to be briefly and systematically.

b. Quantitative Data Analysis

To find out the quantitative data, the writer analysis the data based on the result of the test on the Reading Comprehension, which is taught through the direct method and translation method, achieved by using 't-test formula as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{sd_1^2}{n_1} + \frac{sd_2^2}{n_2}}}$$

Where:

t = t - Value

X₁ = Mean score of students achievement in learning the reading comprehension taught through by using the translation method (X₂ variable / dependent variable)

Sd₁= Standard deviation of X₁ variable.

Sd₂= Standard deviation of X₂ variable.

N₁ = Number of students of X₁ variable.

N₂ = Number of students of X₂ variable.

Df = Degree of freedom = (N₁ + N₂) - 2

From the result of the calculation the value of 't' can be determined by using the table of 't-value' with 5 % significance and degree of freedom.

To make the testing hypothesis more clearly, the following statistical hypothesis is used:

H_0 = There is no positive and significant comparison between translation method and direct method in teaching reading comprehension.

H_1 = There is positive and significant comparison between translation method and direct method in teaching reading comprehension.