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**THE CORRELATION BETWEEN THE STUDENTS' RESPONSE TO THE
GRAMMAR TRANSLATION METHOD AND THE STUDENTS'
COMPETENCE IN LEARNING SIMPLE PAST TENSE AT THE SECOND
YEAR STUDENTS OF *SMPN 17 CIREBON***

A THESIS

**Submitted to the English Education Department
Of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon in Partial Fulfillment of
the Requirements for the Graduate Degree in English Education**



By:

NAEL AL ROHMAH
07430375

**ENGLISH EDUCATION DEPARTEMENT OF TARBIYAH
FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR
ISLAMIC STUDIES (IAIN)
CIREBON
2012**



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ABSTRACT

NAEL AL ROHMAH: THE CORRELATION BETWEEN THE STUDENTS' RESPONSE TO THE GRAMMAR TRANSLATION METHOD AND THE STUDENTS' COMPETENCE IN LEARNING SIMPLE PAST TENSE AT THE SECOND YEAR STUDENTS OF *SMPN 17 CIREBON*

Learning language means learning all aspects of language i.e: listening, speaking, reading and writing. All aspects of language can not separate from grammar, especially in writing. Mostly, students assume that the meaning of grammar refers to the structure or patterns of sentences. Most of them, assume that grammar is difficult. That assumption can make them lazy to learn grammar, including to learn simple past tense. It causes a lack or weakness in their competence. So, teacher has to look for an appropriate method to improve their competence in learning grammar, especially simple past tense. There are many approaches and methods in learning language. One of them is Grammar Translation Method.

In Grammar Translation Method, the teacher is a centre in class who teach grammar deductively. Student study grammar deductively; that are given the grammar rules and examples, are told and memorize them, and they are asked to apply the rules to other examples. After that grammar activity, students are taught to translate from one language to another.

The objective of research is to find out the effect of grammar translation method as variable X on the students' competence in learning simple past tense as variable Y at the second year students of *SMPN 17 CIREBON*. The method of the research is quantitative research. The writer only took one class as sample; that consists of 32 students from a population that consists of 231 students. The techniques of collecting data are: observation, interview, questionnaire, and test. The qualitative data are analyzed by observing the objective condition of the school, and the quantitative data are analyzed by using product moment.

From the data that the writer get, it be known that there is significant and positive correlation between the students' response to the grammar translation method and students' competence in learning simple past. By using product moment (r) the value of r_{xy} is 0.35 is existing between 0.20–0.40, it indicates that there is low correlation between variable x and variable y. And by using "t" formulation, the correlative significant is 2.06 and if it compared with the value of distribution are 2.02. It means that the value of t account $>$ t table. So, the H_a is accepted and H_o is rejected. Then, the result of determination coefficient is 12.25%. It means the level of the effect of grammar translation method toward students competence in learning past tense is 12.25%, and 87.75 is influenced by other factors.

The conclusion of the research is there is significant and positive correlation between the students' response to the grammar translation method and students competence in learning simple past tense. But Grammar Translation Method just gives low effect on the students' competence in learning simple past tense.



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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah who has given everything that needed and safety always be given to prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The title of this thesis is “**THE CORRELATION BETWEEN THE STUDENTS’ RESPONSE TO THE GRAMMAR TRANSLATION METHOD AND THE STUDENTS’ COMPETENCE IN LEARNING SIMPLE PAST TENSE AT THE SECOND YEAR STUDENTS OF *SMPN 17 CIREBON***”. This thesis is presented to the English Educational Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon as one of the requirements to get Islamic Scholar in English Education (S.Pd.I).

The writer realizes that the writer would never finish this writing without the help of some people around her either material or spiritual. Therefore, she would like to express her sincere gratitude to those who have given a valuable advice and guidance to finish this thesis.

The writer wishes to express her gratitude to the following people:

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2. DR. Saefudin Zuhri, M.Ag., the Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
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4. Tedi Rohadi, M. Pd.,SE.,Dipl.TEFL as the second supervisor



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5. Mustopa, M. Ag, as the first examiner
6. Wakhid Nashruddin, M. Pd, as the second examiner
7. All lecturers of English Department who have taught and educated the writer during her study at IAIN Syekh Nurjati Cirebon.
8. Nana Sukarna, S. Pd as a headmaster of *SMPN 17 CIREBON*.
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Finally, the writer realizes that this thesis is still far from being perfect, therefore it is a great pleasure for her to receive suggestion and critic from everyone who will encourage her to continue her study.

Cirebon, March 2012

The Writer,



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. The transportation of such ideas could be acquired by either verbal expression, signing in alphabet (written word) and perhaps if we can imagine two parties with different tongue, signing with gestures and images. Language also can be defined as communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. Such a system including its rules for combining its components, such as words.

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many inter-relationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

There are four major skills of language that the learners have to learn, improve, and master. They are: speaking, listening, writing, and reading. And also grammar and structure, they have to learn both of those skills.

There are a lot of English teachers looking for some approaches to make students understand in learning and practicing grammar, especially

simple past tense. They try to make students more understand when they use simple past tense, how they practice it in a text.

There are many approaches and methods in learning and teaching English. According to Jeremy Harmer (2001:79), there are seven popular methodology of teaching that influence the current state of English language teaching. Namely : Audio-lingualism, Presentation, Practice, and Production (PPP), Communicative Approach (CLT), Task-Based Learning, Four Methods (CLL, Silent Way, Suggestopedia, TPR), Humanistic Learning, The Lexical Approach.

And also about method in teaching grammar. Mostly, students assume that the meaning of grammar refers to the structure or patterns of sentences. Most of them, assume that grammar is difficult. That assumption can make them lazy to learn grammar, including to learn simple past tense. It causes a lack or weakness in their competence. So, teacher has to look for an appropriate method to improve their competence in learning grammar, especially simple past tense.

One of methods in teaching grammar is Grammar Translation Method. This theory gives description about how students practice their grammar skills in translating text. It helps students make easier when they face literature and when they translate the text.

According to Jack C. Richards and Theodore S Rodgers (1986:3) in their book "Approaches and Methods in Language Teaching" said that:

"Grammar Translation Method is the way of studying a language that approaches the language first through detailed analysis of its rules, followed by application of this knowledge



to the task of translating sentences and texts into and out of the target language”.

According to the problems above, can be concluded that the teachers have to apply some methods to make the students have competences and more understand in English, including in grammar. to make the students more understand in applying and translating Simple Past Tense sentences, the teacher may use Grammar Translation Method. So, the writer wants to research that problem with the title “*The Correlation Between The Students’ Response To The Grammar Translation Method And The Students’ Competence In Learning Simple Past Tense At The Second Year Students Of SMPN 17 Cirebon*”

B. The Identifications of the Problem

1. The Research Area

This thesis, which is entitled: “*The Correlation Between The Students’ Response To The Grammar Translation Method And The Students’ Competence In Learning Simple Past Tense At The Second Year Students Of SMPN 17 Cirebon*” tries to make the students more understand in English, especially in grammar , by Grammar Translation Method.

2. The Kinds of the Problem

There are many problems in English, especially about grammar. The writer would like to mention the kind of the problems in this thesis:



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- a. The students haven't understood yet in understanding simple past tense sentences.
- b. The students haven't understood yet in applying simple past tense sentences.
- c. The students couldn't translate a text maximally.

Those are kinds of problems, then, as an English teacher, we have to find out the way to solve those problems.

The first point is to know how to make them more understand in grammar, especially in formula of simple past tense. After knowing the formula, students can practice and translate a text well.

3. The Main of the Problem

The main of the problems in this research is the students' weakness or lack of ability in Grammar, especially in understanding, applying and translating Simple Past Tense sentences in a text.

C. The Limitation of The Problem

In this research, the researcher will limit the problem which has correlation with the title of the thesis, that is the correlation between the students' response to Grammar Translation Method and the students' competence in learning simple past tense.

D. The Questions of The Research

The writer formulates the problem into three questions, namely:

1. How far is the students' response to Grammar Translation Method in learning simple past tense?

2. How far is the students' competence in learning Simple Past Tense by using Grammar Translation Method?
3. Is there any positive and significant correlation between the students' response to Grammar Translation Method and the students' competence in learning Simple Past Tense?

E. The Aims of The Research

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To find out the students' response to the application of Grammar Translation method in learning Simple Past Tense.
2. To find out the students' competence in learning Simple Past Tense by using Grammar Translation Method.
3. To find out the correlation between the students' response to the application of Grammar Translation Method and the students' competence in learning Simple Past Tense.

F. The Uses of The Research

The research product is hoped to be able to:

1. Increase the developing of language learning, especially in learning grammar.
2. Increase teachers' creativity in applying Grammar Translation Method.



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RATIFICATION

The thesis which is entitled in “**THE CORRELATION BETWEEN THE STUDENTS’ RESPONSE TO THE GRAMMAR TRANSLATION METHOD AND THE STUDENTS’ COMPETENCE IN LEARNING SIMPLE PAST TENSE AT THE SECOND YEAR STUDENTS OF SMPN 17 CIREBON**” written by **Nael Al Rohmah** whose registration number is **07430375** had been examined on August 1st, 2012. It had been recognized as one of requirements for the Degree of Islamic Scholar in English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

Chairwoman of English Education Department <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP. 19610112 198903 2 005	Date	Signature
	_____	_____
Secretary of English Education Department <u>Sumadi, SS., M.Hum</u> NIP. 19701005 200003 1 002	_____	_____
Examiner I <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	_____	_____
Examiner II <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	_____	_____
Supervisor I <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP. 19610112 198903 2 005	_____	_____
Supervisor II <u>Tedi Rohadi, M.Pd., SE., Dipl.TEFL</u> NIP. 19680309 200801 101	_____	_____

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The Dean of Tarbiyah Faculty

Dr. Saefudin Zuhri, M.Ag
NIP. 19710302 199803 1 002



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AUTOBIOGRAPHY



The writer's name is **Nael Al Rohmah**. She was born on April 15th, 1989, in Brebes. Her father's name is **H. M. Tamsyur** and her mother is **Hj. Muthi'ah**. She is the first child in her family; she has three sisters and one brother. And she had married on July 23rd 2011 with **Ismail Ridlwan, S.PdI**. And had given a beautiful daughter "**Fina Rohmatul Maula**", she was born on May 1st 2012

The education background of the writer is as follows: First she studied at MI Sirojul Mutaallimin *Limbangan Losari Brebes* from 1995 to 2001. After that she continued her study at MTs Al Ikhlas *Limbangan Losari Brebes* from 2001 to 2004. Then she entered MA Salafiyah Syafiiyah *Proto Kedungwuni Pekalongan* from 2004 to 2007. And the last she began to continue her study at English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon up to now.

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