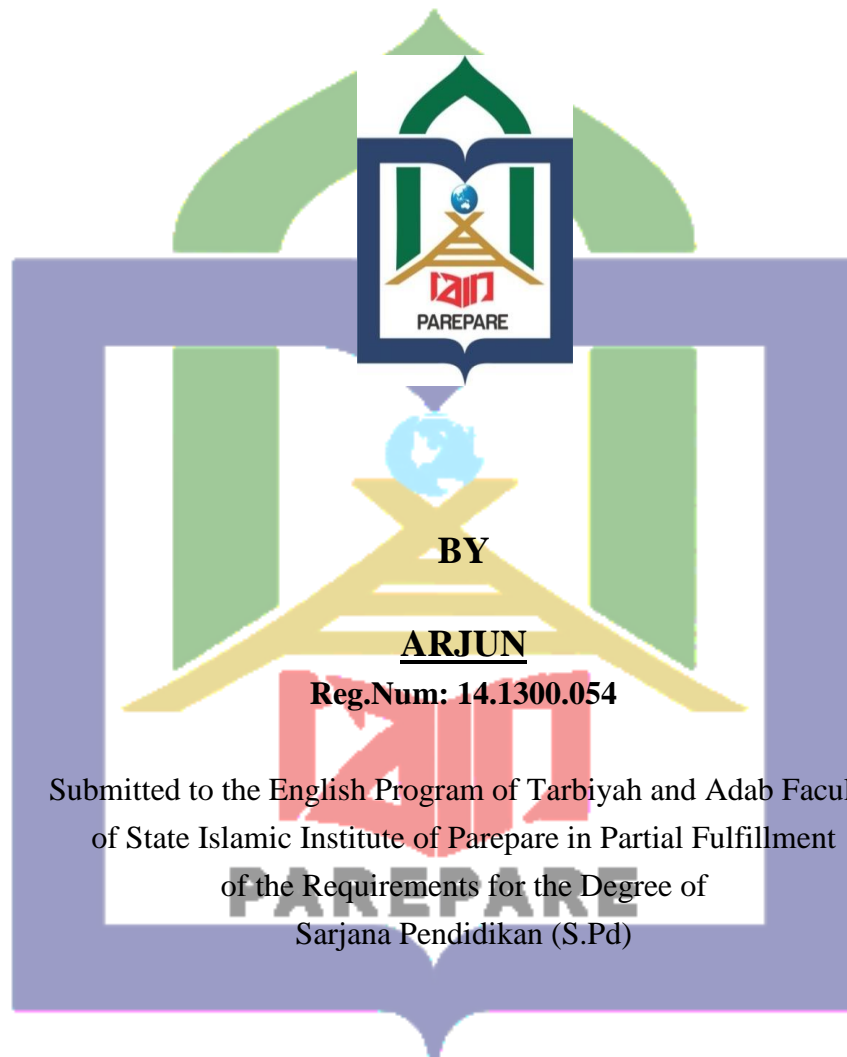**SKRIPSI**
THE EFFECT OF USING GRAMMAR TRANSLATION METHOD
IN ARRANGING COMPOUND SENTENCES AT
THE EIGHTH GRADE STUDENTS' OF
SMP NEGERI 9 PAREPARE

BY

ARJUN
Reg.Num: 14.1300.054

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2018

THE EFFECT OF USING GRAMMAR TRANSLATION METHOD IN ARRANGING COMPOUND SENTENCES AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 9 PAREPARE

BY

<u>ARJUN</u>

Reg.Num: 14.1300.054

Submitted to the English Program of Tarbiyah and Adab Faculty
of State Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2018**

THE EFFECT OF USING GRAMMAR TRANSLATION METHOD IN ARRANGING COMPOUND SENTENCES AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 9 PAREPARE

Skripsi

As Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted By

<u>**ARJUN**</u>

Reg.Num: 14.1300.054

To

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2018**

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student	: Arjun
The Title of Skripsi	:The Effect of Using Grammar Translation Method in Arranging Compound Sentences at the Eighth Grade Student of SMP Negeri 9 Parepare.
Student's Reg. Number	: 14.1300.054
Department	: Tarbiyah and Adab
Study Program	: English
By Virtue of Consultant Degree	: SK The Chairman of Tarbiyah and Adab No. Sti.08/PP.00.9/2719/2017

Has been legalized by:

Consultants

Consultant : Drs. Abd Rauf Ibrahim, M.Si (.................................)

Nip : 19581212 199403 1 002

Co-Consultant : Mujahidah, M. Pd (.................................)

Nip : 19790412200801 2 020

Approved by

Plt. The Chairman of Tarbiyah and Adab Department

Bahtiar, S.Ag., M.A.

Nip: 19720505 199803 1 004

iv

SKRIPSI

THE EFFECT OF USING GRAMMAR TRANSLATION METHOD IN ARRANGING COMPOUND SENTENCES AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 9 PAREPARE

Submitted by

ARJUN

Reg Num. 14.1300.054

Had been examined of October 25th, 2018 and had been declared

that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant   : Drs. Abd. Rauf Ibrahim, M.Si   (........................)

Nip   : 19581212 199403 1 002

Co-Consultant   : Mujahidah, M.Pd.   (........................)

Nip   : 19790412200801 2 020

Rector of IAIN Parepare   Plt. The Chairman of Tarbiyah and Adab Department

Dr. Ahmad Sultra Rustan, M.Si.   **Bahtiar, S.Ag., M.A.**
Nip: 19640427 198703 1 002   **Nip: 19720505 199803 1 004**

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Arjun

The Title of Skripsi :The Effect of Using Grammar Translation Method in Arranging Compound Sentences at the Eighth Grade Student of SMP Negeri 9 Parepare.

Student's Reg. Number : 14.1300.054

Department : Tarbiyah and Adab

Study Program : English

By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab

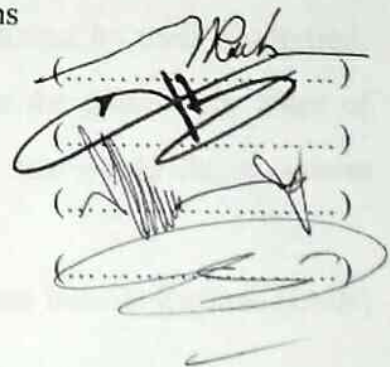No. Sti.08/PP.00.9/2719/2017

Date of Graduation : October 25th, 2018

Approved by Examiner Commissions

Drs. Abd. Rauf Ibrahim, M.Si.	(Chairman)	(................)
Mujahidah, M.Pd.	(Secretary)	(................)
Drs. Amzah Selle, M.Pd.	(Member)	(................)
Drs. Anwar, M.Pd.	(Member)	(................)

Cognizant of:

Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M.Si.

Nip: 19640427 198703 1 002

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil Alamin. There is no beautiful sentence to say except praying and thanks to our God Allah SWT, for his blessing, mercies and enjoyment so that the researcher could finish this Skripsi perfectly. May shalawat and salam always be given to our prophet Muhammad SAW who guided us from the stupidity to cleverness, from jahiliyah to Islamiyah namely Islam religion, The trust religion in this world and hereafter.

The researcher would like to present acknowledgement of his deepest appreciation and admiration from his heartstring specially for both of his Parents Samai, mother and Ahmad, father and her family, who always given endless love, immense care, sacrifice, advice, financial support and sincere prayers for his safety, healthy and successful all times.

His deepest gratitude is due to the first consultant Drs. Abd Rauf Ibrahim, M.Si and the second consultant Mujahidah M.Pd, who have spent their much times and patiently assisted and encouraged his finishing this Skripsi by their suggestion, motivation guidance correction, and overall support since the preliminary stage of manuscript until completion of this Skripsi. The researcher also would like to express his deepest and most thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si, as the Rector of State Islamic Institute (IAIN) Parepare.
2. Bahtiar, S. Ag.,M.A, as the chairman of Tarbiyah and Adab Departement.
3. Mujhaidah, M.Pd as the responsible of English Program for all his guidance for students.

4. The head of library IAIN Parepare and all of staff who have provided services to the author during the study in IAIN Parepare.

5. The lecturer in English Program who have spent their time in educating the author during the study in IAIN Parepare.

6. The head of SMP Negeri 9 Parepare and all its staffs for willingness and permission to conduct the researcher in the school.

7. Thanks so much to his beloved friends, they are Asran, Supriadi, Dede Syuhendono, Emi Mastura, Parwansyah and all other friends whose named could not be written who always fills his heart with spirit and motivate support and expert him to be success. Thanks so much who helped him in writing this "Skripsi".

Finally, the researcher realized that this "Skripsi' still has any weakness and still far from perfect. Therefore, the researcher would higher appreciate all constructive suggestion for the perfection of this "Skripsi".

Parepare, September 10^{th,} 2018

The writer

ARJUN

Reg Num. 14.1300.054

DECLARATION OF THE AUTHENTICY OF THE SKRIPSI

The writer who signed the declaration below:

Name   : Arjun

Students Reg. Number   : 14.1300.054

Place and Date of Birth   : Buntu Lenta, February 2, 1996

Study Program   : English Program

Faculty   : Tarbiyah and Adab

The Title of Skripsi   : The Effect of Using Grammar Translation Method in Arranging Compound Sentences at The Eighth Grade Students of SMP Negeri 9 Parepare.

Stated this skripsi is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, September 10^{th,} 2018

The writer

ARJUN
Reg Num. 14.1300.054

ABSTRACT

ARJUN. : *The Effect of Using Grammar Translation Method in Arranging Compound Sentences at the Eighth Grade Students' of SMP Negeri 9 Parepare.* (Supervised by Abd. Rauf Ibrahim and Mujahidah).

Grammar is an elementary mainstay in mastering the four skills in English. To improve students' grammar ability, the teacher needs the suitable method to conduct in the classroom. A grammar-translation is one of the most effective methods that focused on reading and translating the sentences which demonstrates grammatical rules to acquire English as second language. This study was aimed to see the effect of Grammar Translation Method in Arranging Compound Sentences at the Eighth Grade Student of SMP Negeri 9 Parepare.

The design of the research is a quantitative associative with correlation quantitative design. The subject of this research is VIII 1 and VIII 2 class each class consists of 30 students. Technique of sample used purposive sampling. Techniques of data collection used are observation, questionnaire and test. Techniques of data analysis used person's product moment.

Based on data analysis, First, The result of this study indicated that the using of grammar translation method in learning English at the eighth grade students' of SMP N 9 Parepare is 84 % , This proved that students' respond to learning English is high category. The second, students' ability in arranging compound sentences by using grammar translation method is 88,1 %. Its' showed that students ability in arranging compound sentences is high category. Third, there is significant effect of using grammar translation method through students' ability in arranging compound sentences at the eighth grade students of SMP Negeri 9 Parepare, this is in accordance with the results of the questionnaires and score of the test about compound sentences with significance value $r_{xy} = 0.980 \geq r_{tabel} = 0.250$ at a significant level of 5%,, the result is 98 %. In the sense that 2% others are influenced by other variables not observed in this study.

Keywords: Grammar Translation Method, Compound sentences.

TABLE OF CONTENTS

CHAPTER III:METHOD OF THE RESEARCH

CHAPTER IV: FINDING AND DISCUSSION

CHAPTER V: CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.1 Background

Language is one of the main aspects used in communication. Language consists of four basic skills, namely listening, reading, speaking and writing. Everybody needs language to interact with each other. In communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation.[1] There are so many languages that we have known as international language such as Dutch, Arabic, German, Chinese and English.

English is used and taught as a first foreign language in Indonesia. The role is important in our daily life, especially in the formal education. For the reason, English has been learned from elementary school until college level and it is include as primary subject. In teaching English, student should master four skill, they are listening, speaking, reading and writing. Listening and reading can be categorized as receptive skill, while speaking and writing as productive skill. In this study the researcher focused on writing.

Writing is one of the skills that must be learned in teaching English. To be a good writer, one of the students must be an expert in grammar. According to Jeffry Coghill "Grammar of the language is the set of rules that govern, its structure." Grammar determines how words are arranged to form meaningful units.[2] To build students' grammar ability, teachers have gone through many creative ways. There are

---

[1] Kaharuddin Bahar, *Interactional Speaking*, (Yogyakarta: TrustMedia, 2014), P.1

[2] Jeffrey Coghill and Stacy Magendanz, *English Grammar*, (New York:Wiley publishing. Inc, 2003), P.xvi. http://b-ok.cc/book/808837/ad263d. (accessd: 11june).

so many approaches and even workable methods can be use. However, teachers need to be aware of their own learning styles, as many methods do not seem to be appropriate for Students; some of them can build students' grammar ability and some do not.

Teacher should be smart to put out method which is really fixed and cover all of their students' need. Related to the method, the researcher finds out many students of the eight grade student of SMP N 9 Parepare still have difficulty in arranging compound sentences although they are supposed to master it after graduating in the class. Inappropriate method is one of its reasons. Moreover, some English teachers often fail to decide whether certain method is appropriate or not to the characteristics of the students. Usually, they only used various methods based on the ability of them in those methods. Therefore all the methods can be a brilliant method idea in the class if it is suitable for the students' learning style. In other words, all of brilliant and modern method will be nothing if it is not suitable with the students.

Commemorating on method applied Richards and Rodgers state that the wide variety of methods option currently available confused rather than comforts. It appears to be based on very different view of what language is in how language is learned. Furthermore, some methods recommend apparently strange and unfamiliar classroom techniques and practices. In this study of research, the researcher focuses on Grammar Translation Method (GTM). [3]

Grammar translation method is known as a traditional technique of foreign-language teaching. The Grammar Translation Method is a teaching method commonly used to perform grammar with the main characteristics (translation) and

---

[3] Jack C Richards & Theodore S Rodgers. *Approaches and Methods in Language Teaching (eleventh printing).* (Cambridge: Cambridge University Press. 1995). P.vii.

memorize verb forms, while teaching teachers usually explain the material by using local language. [4] This method is expected to develop students' ability in English in accordance with good and correct language and students who are expected to translate the mother tongue target language and vice versa will not only interpret it and be able to understand and analyze the grammatical structure of the sentence. The technique in teaching is the teacher gives more exercises in analyzing the grammar.

In applying the grammar translation method in the classroom, a teacher introduces in advance the material (compound sentences) and the conjunction used. Teachers also give more exercises about analyzing sentences. After the students have been able to analyze the sentence, then the teacher told the students to arranging compound sentences in accordance with the correct grammar.

Based on the explanation above, the researcher would like to find the effect of using grammar translation method in arranging compound sentences at the eighth grade students' of SMP Negeri 9 Parepare.

1.2 Problem Statement

Based on the background above, the problem statement of this research is:

1.2.1 What is the students' response in learning compound sentences through using grammar translation method at the eighth grade of SMP Negeri 9 Parepare?

1.2.2 How is the students' ability in arranging compound sentences through using grammar translation method of the eighth grade students of SMP N 9 Parepare?

1.2.3 Is there any effect of using grammar translation method in arranging compound sentences at the eighth grade student of SMP Negeri 9 Parepare?

---

[4] A.Kaharuddin, S.IP, M. Hum, *The Communicative Grammar Translation Method*, (Cet.1 ;Yogyakarta: TrustMedia, 2013) P. 6

1.3 The Objective Study of Research

In relation the problem statement mention previously, the objectives of the research are formulated as:

1.3.1 To find out the students' responses in learning compound sentences through using grammar translation method at the eighth grade of SMP Negeri 9 Parepare?

1.3.2 To find out the students' ability in arranging compound sentences through using grammar translation method of the eighth grade students of SMP Negeri 9 Parepare.

1.3.3 To find out whether or not there is any effects of using grammar translation method in arranging compound sentences at the eighth grade students of SMP Negeri 9 Parepare.

1.4 The Significance of The Research

From the research we can get many benefits, it has benefits to:

1.4.1 **Theoretically**

This research can help the teacher to find out the alternative way in teaching compound sentences.

1.4.2 **Practically**

1.4.2.1 It can be used to improve the students' grammar ability were expected to be able to good progress in English.

1.4.2.2 To increase the researcher and the readers' knowledge in English grammar especially in learning compound sentence.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Description of Theory

In this part, some patient ideas will be explain about the concept of variable of research.

2.2.1 The Concept of Grammar Translation Method

2.2.1.1 Definition of Grammar

According to Chomsky:" a grammar is a model (=systematic description) to those linguistics abilities of native speakers of a language which enable them to speak and understand their language fluently". These linguistics abilities, Chomsky terms the competence of the native speaker. Thus, a grammar of a language is a model of the linguistics competence of the fluent native speaker of the language.[1]

In Merriam-Webster dictionary, definition of grammar for English language learners is the set of rules that explain how words are used in a language; speech or writing judged by how well It follows the rules of grammar; a book that explains the grammar rules of a language.[2]

Based on definitions above the researcher conducted that grammar is a set of language rules that you use to create phrases and sentences that convey meaning.

2.2.1.2 Definition of Translation

Translation is essentially a translation of the meaning or message from the source language to the target language. Thereby translating relating to three main

---

[1] Andrew Radford. *Transformational grammar*. *A first course.* (new York: Cambridge university press.1988) P. 12

[2]*"Merriem-webster since 1828 online"*, http://www.merriem-webster.com/dictionary/grammar?src=search-dict-hed accessed (27 October)

elements, that is source language, meaning or message and target language.[3] According to cattford, translation is replacement of textual material in one language (SL) by equivalent textual material in another language (TL).[4]

Based on definitions above, translation is the process of translating word or phrases or text from source language to target language.

2.2.1.3 Definition of method

Method is an overall plan for the orderly presentation of the language material, no part of which contradicts and all of which is based upon the selected approach is axiomatic a method is procedural within an approach there can be many method.

According to Richard and Rogers: " method was an umbrella term to capture defined approaches, designs, and procedures". Similarly, Prabu state that "thought of method as both classroom activities and the theory that informs them".[5]

Based on definitions above, the researcher conducted method is a set of ways in which to achieve certain goals in the learning process.

2.2.1.4 Definition of Grammar Translation Method

Grammar translation method is a method of teaching foreign languages derived from the classical (sometimes called tradition method) of teaching Greek and Latin. In grammar translation classes, students learn grammatical rules and then apply

---

[3] Drs. Fahrurrozi. *Teknik praktir terjemah. Cara mudah dan praktis mempelajari teknik terjemah* (Yogyakarta.2003) P. 1

[4] Cattford, J. C. A. *Linguistics Theory of Translation (*London: Oxford University Press.1969), P. 35

[5] Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching. An anthology of current practice*. (USA: Cambridge University Press. 2002). P.5

those rules by translating sentences between the target language and the native language. [6]

Grammar translation method is a blend of grammar and translation methods. Grammar method, students learn grammatical rules along with teachers with a list of vocabulary groups. The words are then made into phrases and sentences based on rules that have been learned. While the translation method contains activities to translate sentences or texts in accordance with the correct grammar from the mother tongue to the target language or vice versa.

According to Larsen-Freeman: "Grammar Translation Method is a language teaching method built learners to be able to read literature written in the Target Language, this purpose can be reached by learning about the grammar rules and vocabulary of the Target Language". It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.[7]

Broughton said that "the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book produced a teaching method which selected the major grammar rules with their exceptions and taught them in a certain sequence". [8]

Based on some definitions above, the researcher concluded that Grammar Translation Method is a foreign language teaching method through the analysis of detailed language rules and is followed by applying the knowledge of these rules for

---

[6] Jack C. Richards and Thedore Rodgers , *Approaches and Method in Language Teaching*. (USA: Cambridge University Press.1993) P.3

[7] Murcia Larsen-Freeman*, Language Teaching Method*, (USA:Washington D.C. 2000). P.11. http://b-ok.cc/book/659572/fd8foe (accessed 11 june).

[8] Geoffrey Broughton, et al, *Teaching English as a Foreig Language, second edition*, (USA and Canada: Simulatneously published by Routledge, 1978). P.39. http://b ok.cc/book/63320/c5333c (accessed: july 26th)

the purpose of translating and writing sentences. This method is a classical method of learning foreign languages, but there are still some teachers who still apply this method in teaching English, especially when teachers teach about grammar.

The use of this method is based on several objectives, including:

a) To enable students to read literature written in the target language (foreign language taught)

b) To enable students to translate a mother tongue into a target language or vice versa, for example Indonesian to English or English to Indonesian.

c) To develop writing skills.

2.2.1.5 Advantages and Disadvantages of Grammar Translation Method

Each method must have advantages and disadvantages; here are some descriptions of the advantages & disadvantages of the GTM method.

2.2.1.5.1 Advantages

2.2.1.5.1.1 Develop the skills and abilities of students in reading, writing and translating foreign language literature.

2.2.1.5.1.2 Enable students in learning a foreign language because it is allowed to use the native language (native language) in the process of teaching the language. Using this method, young children connect foreign words so that a strong memory bond can form.

2.2.1.5.1.3 Grammar Translation Method is very easy to apply by teachers in the language teaching process because everyone can easily use the method in the process of teaching language without the need for special skills.

2.2.1.5.1.4 It can be improve students' grammar skill.

2.2.1.5.2 Disadvantages

2.2.1.5.2.1 This method focuses on reading and writing skills, ignoring listening and speaking skills;

2.2.1.5.2.2 This method cannot realize its purpose in getting students to write correctly;

2.2.1.5.2.3 This method is only suitable for students who are smart only

2.2.1.5.2.4 .This method requires students to think in the mother tongue, then the thought is translated into the brain that is to the target language;

2.2.1.5.2.5 This method occurs unconsciously, it obstructs the speed of language teaching.

2.2.1.6 Benefit of Using Grammar Translation Method

Benefits of using Grammar Translation Method are:

2.2.2.2.1.1 The translation process is one of the best ways to describe a word or phrase from one language to another.

2.2.2.2.1.2 Focuses on grammar. Students who are taught by the GTM method usually have the ability in translate and write sentences. This is because they have an advantage in understanding tenses.

2.2.1.7 The Implementation of Grammar Translation Method in Teaching Compound Sentences

Based on the principles of grammar translation method, the teacher applies the method as follow:

2.2.1.7.1 Teacher

2.2.1.7.1.1 Start to introduce the material about grammar.

2.2.1.7.1.2 Explaining to students about the conjunction used in compound sentences and its examples.

2.2.1.7.1.3 Ask students to make compound sentences based on the materials.

2.2.1.7.2   Students

2.2.1.7.2.1 They just pay attention to the teacher's explanation and ask to the teacher when there is something they do not understand.

2.2.1.7.2.2 Students Pay attention and understand about the conjunction used in compound sentences and its examples.

2.2.1.7.2.3 Students try to make compound sentences about their experienced.

2.2.2 The Concept of Compound Sentences

2.2.2.1 The Definition and Classification of Sentences

A sentence is a full predication containing a subject plus a predicate with a finite verb. From Longman dictionary of contemporary English "sentence is a group of words that usually contains a subject and a verb, and expresses a complete idea. Sentences written in English begin with a capital letter and usually end with a full stop or a question mark".

In Oxford dictionary "A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.[9]

From definition above we can concluded that sentences is Classification of sentences by number of full predications, sentences define in:

2.2.2.1.1   Simple sentences

---

[9] Marcella Frank. *Modern English a practical reference guide*. (New Jersey,1972), p.220

Simple sentence is sentences have only one full predication in the form of an independent clause.

Example: A huge breaker and the mate scrambled frantically toward the wheel house. [10]

2.2.2.1.2 Compound sentences

Compound sentence is a sentence has two or more full predications in the form of independent clauses: The man stole the jewelry and he hid it in his home.

2.2.2.1.3 Complex sentences

Complex sentence is a sentence also has two or more full predications. One of these is an independent clause (main clause) and one or more of these are dependent clauses (subordinate clause): The man who stole the jewelry hid it in his home.

2.2.2.1.4 Compound-complex sentences

Compound-complex sentences contain two or more independent clauses and one or more dependent clause: The man stole the jewelry and he hid it in his home until he could safely get out of town.

2.2.2.2 Definition of Compound Sentences

A compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction. An independent clause is a clause that has a subject and verb and forms a complete thought.

---

[10] Atlanta Dallas. Geneva, Illionis Hopewell,. *Grammar and Composition*, (New Jersey Palo Alto Torono)P.57

Compound sentence is a sentence consisting of two clauses connected to a connector. Compound sentences can also be interpreted as sentences consisting of two or more subjects, or sentences that have 2 or more predicates connected using a hyphen.[11]

Compound sentence is a sentence consisting of 2 main clauses connected with a connector or conjunction. It is usually referred to as a compound connector. Compound connector is divided into two:

2.2.2.2.1 Coordinative conjunction

Conjunction is the process of combining two constituents of the same type to produce another; larger constituent of the same type. In traditional grammar, this has been called *compounding;* for example, two sentences that are combined by means of a comma plus a connecting word make compound sentences'; two subject that are combined with the word *and* are called a "compound subject". [12]

According to Wren and Martin: coordinating conjunctions are joins together clauses of equal ranks. The coordinate conjunctions join structural units that are equal grammatically.[13] The conjunction comes before the last unit and is grammatically independent of this unit. [14]

The common kind of coordinating conjunctions are For, And, Nor, But, Or, Yet and So. We can memorize them with FANBOYS acronym. Coordinating

---

[11] Irma Indriani. *Grammar Itu Gampang Secara Otodidak Untuk Semua Orang.* (Jakarta Timur:Dunia Cerdas,2014). P.243

[12] Marianne Celce-Murcia, Diane Larsen-Freeman. *The Grammar Book*, An ESL/EFL Teacher's course second edition. (United State of Amerika.1999). P. 461

[13] P.C. Wren, H. Martin, *High School English Grammar and Composition*, new edition, (New Delhi: S chan and ISO, 2000) P. 127

[14] Marcella Frank, *Modern English*, *a practical reference guide*, (USA:prentice-Hall,inc,1972). P.206

conjunctions FANBOYS is an efficient way of joining parallel elements from two or more sentence into a single sentence.

2.2.2.2.1.1 Conjunction **"and"**

The conjunction "and" is used to join two or more items that make sense with each other. It uses to explain to add one thing to one thing to others.

My mother is cooking (simple sentences)

My father is watching (simple sentences)

➤ My mother is cooking **and** my father is watching TV.

2.2.2.2.1.2 Conjunction **"nor"**

While conjunction "and" is used to join two positive items together, the conjunction "nor" is used to pair two negative items. It's found either with the word "not" or with the word "neither." To show a choice, it used to present an alternative negative to an already stated negative idea.

Monic is not teaching (simple sentences)

Zaber is not teaching (simple sentences)

➤ Monic is not teaching **nor** is Zaber is teaching.

2.2.2.2.1.3 Conjunction **"or"**

The conjunction "or" can be used to present two or more options. It's often paired with the word "either." It presents an alternative or a choice (simple sentences) Example: You go to School or Market.

Give me some money or I'll hate you.

2.2.2.2.1.4 Conjunction **"but"**

The conjunction "but" is used to join two items that contradict each other or create a certain tension with each other.

Example: James is eating but we are not.

He was angry but he listened to me patiently.

I invite him to the party but he did not come. [15]

2.2.2.2.1.5 Conjunction **"yet"**

The conjunction "yet" is very similar to "but." It means something like "nevertheless" or "but at the same time." It uses to show a contrast.

Example: Richard is reach **yet** he doesn't have cars.

Monica was ill yet she goes to campus.

Don't get this conjunction mixed up with the other usage of the word "yet." For example: *Did she call you back **yet**?*

*Is your roommate awake **yet**?*

2.2.2.2.1.6 Conjunction **"for"**

It uses to explains for reason or purpose (for has same meaning with because).

Example: I go **for** William goes.

Using the word "for" like this, however, can sound a bit formal and unnatural in spoken English. Instead, it's better to use subordinating conjunctions like "because" or "since," which we'll discuss later. Meanwhile, the word "for" can take different usages as a preposition, not a conjunction.

For example: *What are you doing **for** New Year's?*

*Is this gift **for** me or someone else?*

2.2.2.2.1.7 Conjunction **"so"**

---

[15] Mudambadithaya, *English Grammar & Composition,* (new delhi: house PVT LTD. 2005). P. 49

It uses to show indicates effect, result or consequences, it shows cause and effect.

Example: Brown broke Irma up **so** he cries.

I go to library, for I like to read.

2.2.2.2.2 Correlative Conjunction

Correlative conjunctions are pairs of joining words that we frequently use to connect two ideas together in a clause or sentences. The correlative conjunction used in compound sentences are: either ... or, neither … nor, both … and, not only … but also. When correlative conjunction used in formal English, care must be taken that first correlative is placed before the paper item.[16] They always set in pairs from each other that serve as a conjunction, connecting two words, phrases or sentence. It is joining various sentence elements that should be treated as grammatically equal.

2.2.2.2.2.1 Conjunction "**both…and**"

both … and it is called correlative conjunction. Two subjects connected by **Both…and**, takes a plural verb.

Example: Both cats and dogs make good pets.

Both my mother and my sister are here. [17]

2.2.2.2.2.2 Conjunction "**not only…but also**:

When the subjects are connected by conjunction not only…but also, either…or, neither…nor, the subject that is closer to the verb determines whether the verb is singular or plural. [18]

---

[16] Marcella Frank, *Modern English*, *a practical reference guide*, P.214

[17] Betty Schrampfer Azar. *Understanding and Using English Grammar, Third Edition*. (USA: Pearson Education,1999). P.353

[18] Betty Schrampfer Azar. *Understanding and Using English Grammar, Second Edition*. (USA: Pearson Education,1989). P.291

Example: David likes not only Tika but also Lela.

Agnes is famous not only in Indonesia but also in America.

Fathanah is not only corruptor but also playboy.

2.2.2.2.2.3 Conjunction "**either…or**"

Either…or is a positive correlative that reveals one of the two conditions.   It uses to show a choice, it used to present an alternative negative to an already stated negative idea. Or also a part of coordinating conjunction, but when it appears in either … or it is called correlative conjunction.

Example: John and Jane bought they intended to study either textbook Arabic or dictionary English.

You are going either to the shop or to the market.

Either you or your brother will be tested tomorrow.[19]

2.2.2.2.2.4 Conjunction "**neither…nor**"

It uses to show a choice, it used to present an alternative negative to an already stated negative idea. Nor also a part of coordinating conjunction, but when it appears in neither … nor it is called correlative conjunction

Example: The bad boy is neither intelligent nor diligent.

I'II take neither chemistry or physics because one of them is interesting.

Mr. John buys neither a book nor a flower.[20]

2.2   Previous of Related Research Findings

In this graduating paper, the researcher takes the previous research was written by Erdawati, masnah and Fitriyah.

---

[19] Muhabbin Syah. *Cara Mudah Menerepkan English Grammar*. (Jakarta: PT. Raja Grafindo Persada. 2006). P. 170

[20] Betty Schrampfer Azar. *Understanding and Using English Grammar, Third Edition*. P.348

First, Erdawati in her skripsi entitled*"* Using grammar translation method to improve the second year students' skills in writing descriptive text at SMPN 2 Lembang ". She concluded that grammar translation method is effective in improving the eight year students' skill in writing descriptive text at SMPN 2 Lembang kab. Pinrang. Where is the significance test showed that the t-test was greater than the t-table (14.99>2.145). It's mean that the H0 hypothesis is rejected and H1 hypothesis is accepted. [21]

The second, Masnah in her skripsi entitled" The effect of implementing grammar translation method on the development of writing skill for the second year students' at SMAN 6 Pinrang". She conducted the using of grammar translation method in writing text for the second year students of SMAN 6 Pinrang has the significant influence toward the writing ability of the students who were taught by this activity than who were not. It is proved by the result of post-test value which is greater than t-table. She concluded that the using of grammar translation method in writing text at the second year students of SMAN 6 Pinrang was effective to develop their writing skills. [22]

The third, Fitriyah in her skripsi entitled "A descriptive Study on the mastery of using compound sentences of the second grade students' of SMP N 3 Tuntang in academic year of 2012/2013 ". She conducted According to the students test, the students' mastery in compound sentences of the second year students of SMP N 3 Tuntang in the academic year of 2012/2013 can be divided into three aspects: First

---

[21] Erdawaty*,"using grammar translation method to improve the second year students' skill in writing descriptive text at SMP N 2 Lembang*" (Skripsi , Jurusan English Language Education Department: Pinrang , 2016).

[22] Masnah*," the effect of implementing grammar translation method on development of writing skill for the second year students' at SMAN 6 Pinrang",* (skripsi, jurusan English Language Department: Pinrang, 2014.

aspect is translation skill; the mastery of this aspect is 91 %, Second aspect is coordinating conjunction usage; the mastery of this aspect is 86%, Third aspect is sentence arrangement; the mastery of this aspect is 63% where the most students' mistake is double subject in sentence, According to the test, 59% students are belonging to good to excellent students, 23 % belonging to average to good students and 18 % belonging to poor students.[23]

Departing from the three result of research that have been done before, there is no discussion especially about the effect of the grammar translation method, so that the discussion worthy raised and researched. The research relationships conducted by two previous researchers are equally discussed about the grammar translation method and one discussed about compound sentences, but in this study there are differences with the three previous researchers, where previous research focused on students' writing skill but this study focused on students' grammar ability in arranging compound sentences through using grammar translation method.

---

[23] Fitriyah. *A Descriptive Study on the Mastery of Using Compound sentences of the Second Year Students of SMP N 3 Tuntang.* (Malang: STAIN Salatiga, 2013).

2.3   Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:

```
          ┌─────────────────────────┐
          │   THE EIGHTH GRADE      │
          │   STUDENTS' OF SMPN     │
          │    9 PAREPARE           │
          └─────────────────────────┘
     ┌──────────┬──────────────┬──────────┐
     ▼          ▼              ▼
┌──────────┐ ┌─────────────────┐ ┌──────────┐
│ Educator │ │ Grammar         │ │ Students │
│          │ │ translation     │ │          │
│          │ │ method          │ │          │
└──────────┘ └─────────────────┘ └──────────┘
                   ▼
          ┌─────────────────────────┐
          │ Compound sentences      │
          │ material use            │
          │ coordinative conjunction.│
          └─────────────────────────┘
                   ▼
          ┌─────────────────────────┐
          │ Students' ability in    │
          │ arranging compound      │
          │ sentences               │
          └─────────────────────────┘
```
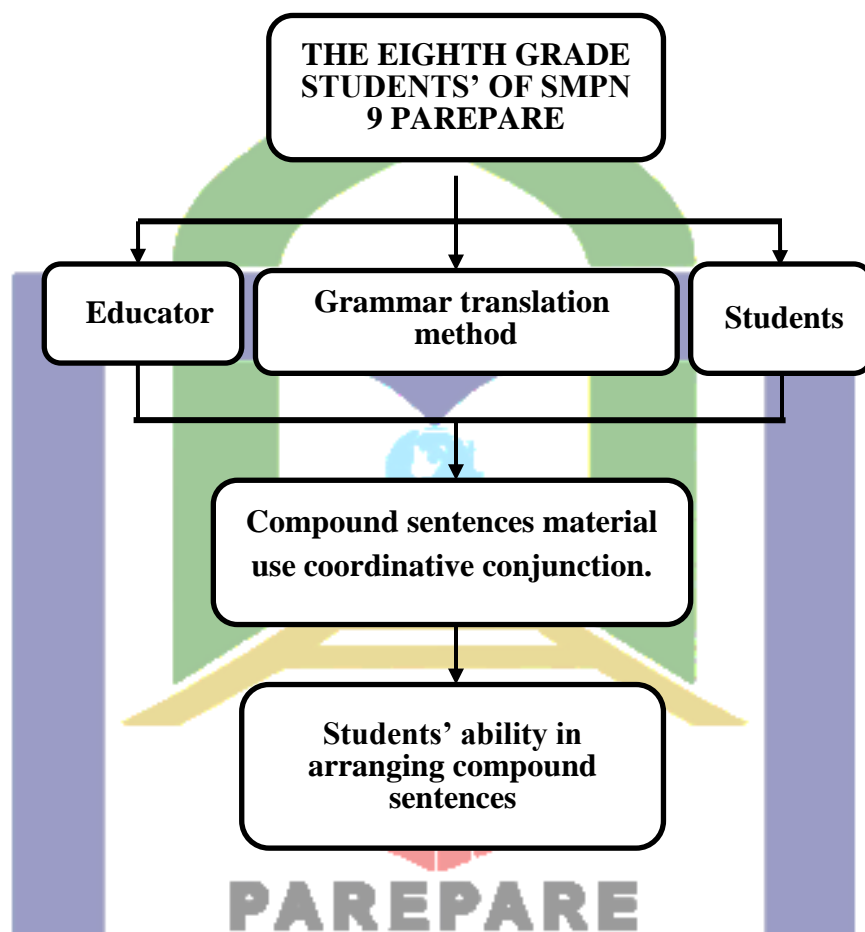
2.4   Hypothesis

The hypothesis is a conjecture or a temporary answer to be verified. According to Sekaran, examples of hypotheses related to the form or more variables are expressed in the form of testable statements. Hypothesis is a temporary answer to the research question.[24] The researcher used the comparative hypothesis in his

---

[24] Dr. Juliansyah,S.E.,MM. *Metodologi penelitian: Skripsi. Thesis,Disertasi dan Karya Ilmiah.* (Jakarta: Prenadamedia group. 2011). P.79

research. The comparative hypothesis is a hypothesis formulated to provide answers to the problems that are distinguish or compare between one with other data. Based on the previous related literature, the researcher would like to propose the hypothesis as follow:

H_a : There is significant effect of using grammar translation method through students' ability in arranging compound sentences at the eighth grade students' of SMP Negeri 9 Parepare

H_o : There is no significant effect of using grammar translation method through students' ability in arranging compound sentences at the eighth grade students of SMP Negeri 9 Parepare.

2.5 Definition of Operational Variable

2.5.1 Variable of research

There are two variables involve in this research. That is dependent and independent variable:

2.5.1.1 Dependent variable is students' ability in arranging compound sentences

2.5.1.2 Independent variable is Grammar translation method

2.5.2 Definition of variable

2.5.1 The grammar translation method

Grammar translation method is a method that can be used to improve English language Students' skill. The purposes of this method are the student can read literature written in the target language and can improve students' grammar ability in arranging compound sentences and can also translate the source language into the target language accordance with the correct grammar.

2.5.2 The students' ability in arranging compound sentences

The ability of students in arranging compound sentences is the ability of students to absorb, master and be able to implement the material by making compound sentences in accordance with the rules of grammar. It is because compound sentence is one of material in English grammar that can make a good written in English. Compound sentence is a sentence that consists of two or more independent clauses that are joined by commas, semicolons or conjunctions. There are two conjunctions used in compound sentences but the researcher just focus on coordinative conjunction, they are for, and, nor, but, or, yet so known as (FANBOYS).   The students' ability in arranging compound sentences can be measured by giving a test in post test.
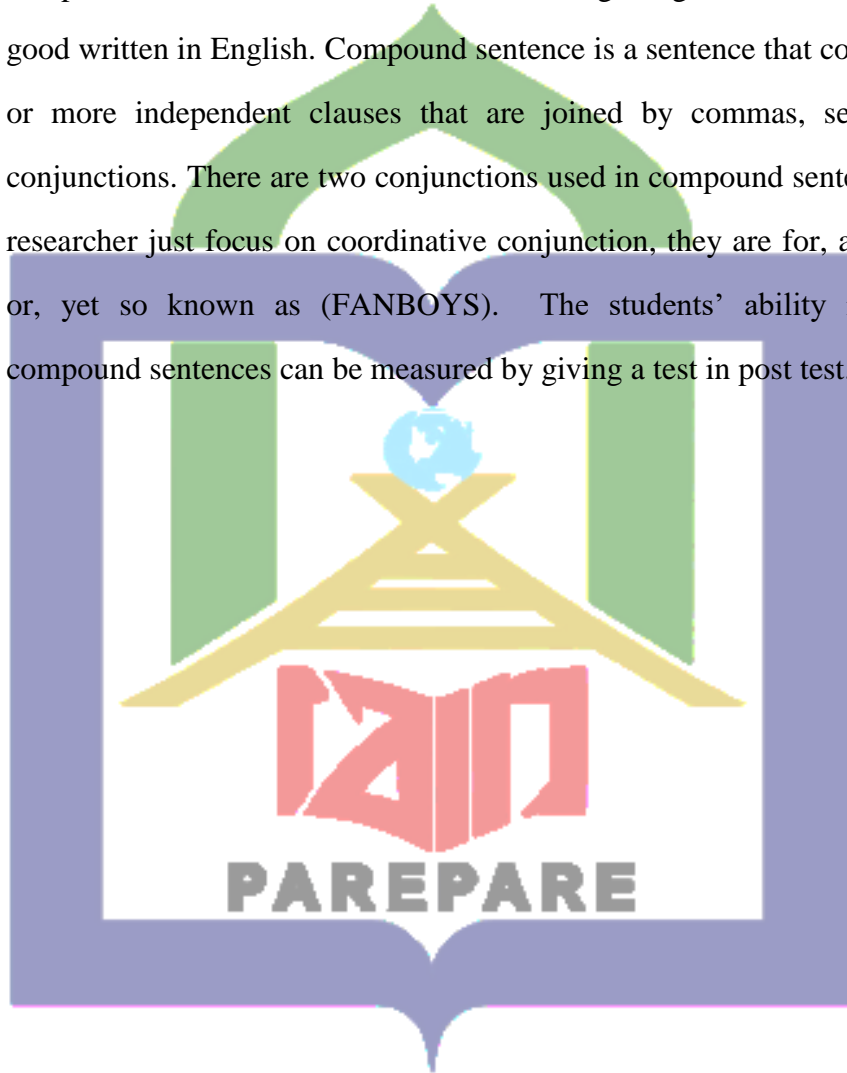
CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 The Design of Research

In this research, the researcher conducted quantitative research by using Grammar Translation method (GTM) in arranging compound sentences. Basically this resesarch is kind of asosiatif quantitative research design with the level of explanation of quantitaive corelational design. This was presented as follows:

Where:

X= The grammar translation method

Y= Student's ability in arranging compound sentences

3.2 Location and Time of the Research

This research is done in the class of the eighth grade students of SMPN 9 Parepare in the academic year of 2018/2019. This school is located at Parepare, South Sulawesi. The researcher is done research about one month.

3.3 Population and Sample

3.3.1 Population

Sugiono states that a population is a set or collection of all elements possessing one more attributes of interest.[1] The population of this research is the eighth grade student of SMPN 9 Parepare in academic year of 2018/2019.

---

[1] Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D,* (Bandung:Alfaheria. 2010).P. 115

Table 3.1The distribution of population of SMP Negeri 9 Parepare

Class	Male	Female	Total
VIII / 1	15	16	30
VIII / 2	14	15	30
VIII / 3	16	14	30
VIII / 4	12	17	29
VIII / 5	10	17	27
VIII / 6	13	16	29
VIII / 7	14	14	28
VIII / 8	15	15	30
VIII / 9	14	13	27
Total	123	137	260

Source: document of SMPN 9 Parepare

3.3.2. Sample

According to Sugiono, sample is a portion of the amount and characteristics possessed by the sample or the number of elected members (taken) from a population.[2]

Based on the populations' distribution tables of SMP N 9 PAREPARE, there are nine classes in class VIII with three different English subject teachers. Each teacher teaches three different classes. Based on the information obtained after the initial survey that there is only one teacher of English subjects who apply the method of GTM in the learning process. Therefore, the researchers decided to take samples of three classes that are considered capable of providing data needed by researchers.

---

[2] Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D,* P. 116

Therefore, the researcher used purposive sampling or a sampling technique which is not based on strata, random or fixed strata, but based on the existence of objectives with a consideration

Table 3.2 The distribution of sampling data of students' SMP N 9 Parepare.

Class	Male	Female	Total
VIII/ 1	12	18	30
VIII/2	13	17	30
TOTAL	25	35	60

Source: document of SMPN 9 Parepare

3.4 Techniques and Instruments of collecting data

3.4.1 Techniques of collecting data

3.4.1.1 Observation

Observation is an activity of observation and recording conducted by the researcher to perfect the research in order to achieve maximum result. Observation includes the activity of focusing attention to the object by using all the senses. Thus, observing what is seen, heard, smelled, felt, and perceived is a direct observation.[3]

3.4.1.2 Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when researchers know with certainty the variables to be measured and know what can be expected from the respondents.[4]

---

[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (cet. 11; Jakarta: PT Rineka Cipta, 1998), P. 146.

[4]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* , p. 199.

3.4.1.3 Test

Test is a number of questions that given to students to be given a response or answered to measure the level of students' ability in the learning process. This test is given after the learning process.

3.4.2 Instruments of collecting data

Instrument of collecting data is a tool used to collect data. The instrument used in this research is based on the existing data collection techniques are:

3.4.2.1 Instrument for observation

This observation is done during in the learning process. This uses the observation guideline in the form of check list. This observation is done to obtain valid data and have high validity. This observation process used observation guides and notes to make it easier for researcher to collect data.

3.4.2.2 Instrument for questionnaire

The questionnaire has been given to the students at beginning of the meeting. The questionnaire used a closed questionnaire in the form of a checklist distributed to the respondent to be asked to choose an answer that matches his character by giving a checklist. The questionnaire has been given to students is questionnaire with a Likert scale, which consists of 20 positive and negative statement items about the use of the grammar translation method that is appropriate to the character of students. Each statement item is followed by five alternative answers, namely:

3.4.2.2.1   Strongly Agree (SA)

3.4.2.2.2   Agree (A)

3.4.2.2.3   Hesitant (H)

3.4.2.2.4   Disagree (D)

3.4.2.2.5   Strongly Disagree (SD).

by*scoring* 5, 4, 3, 2, 1 for a positive statement and 1, 2, 3, 4, 5 for negative statement.

3.4.2.3 The instrument of the test

The test used an essay question consisting of five question items that cover all compound sentence materials that has been taught. The test has been given to the student after learning process. The students were given sixty minutes to answer the test.

3.5 Technique of Data analysis

To analysis the data collected, the researcher applied the test analyzed quantitatively. This quantitative analysis employed statically calculation to test the hypothesis. Some formulas were applied in this research to process the data follows:

3.5.1   Descriptive Statistic

Data analysis using descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand and by researcher or others who are interested in the results of research conducted. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

3.5.2   Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the correlation of

grammar translation method to student's ability in arranging compound sentences in VIII SMP 9 Parepare, using product moment correlation analysis technique with the following formula:

$$r_{xy} = \frac{N\sum xy - \sum\sum X)(\sum Y)}{\sqrt{(X\sum X^2 - (\sum X)^2)(N(\sum Y^2 - (\sum Y)^2}}$$

Where:

r_{xy}= The correlation coefficient of variables X and Y

N= The sum of the object total

$\sum_{xy}$= Total multiplication score X and Y

$\sum_{x^2}$= The sum of squares distribution scores X

$\sum_{y^2}$= The sum of squares distribution scores Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_o is accepted, and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_o is reject.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Description of Research Result

Description of the data presented in this section includes variable data of using grammar translation method (X) and students' ability in arranging compound sentences (Y). The values that will be presented after processing from raw data using descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

Descriptive statistical calculation result of each variable are presented as follows.

4.1.1 The Use of Grammar Translation Method on Learning English

In descriptive statistics we first look for the mean, median, mode, and standard deviation as follow;

Table 4.1 The value of descriptive statistical variable X (the use of grammar translation method)

Data	Median	Modus	Mean	Standard Deviation
The Use of Grammar Translation Method	85,83	84	84,75	7,40

The results showed that the score of variable of using grammar translation method on learning English is between 69 up to 98, the average score of 84,75, median 85,83, modus 84, variance 54,86 and standard deviation 7,40. The summary of descriptive statistics for X can be seen in the following table.

Table 4.2 The summary of Descriptive Statistics (Variable X)

Statistics
Using grammar translation method

N	Valid	60
	Missing	0
Mean		84,75
Std. Error of Mean		,956
Median		85,83
Mode		84
Std. Deviation		7,40
Variance		54,86
Skewness		-,345
Std. Error of Skewness		,309
Kurtosis		-,731
Std. Error of Kurtosis		,608
Range		29,00
Minimum		69,00
Maximum		98,00
Sum		5085

The frequency distribution of the use of grammar translation method can be seen in the following table.

Table 4.3 frequency distribution of variable (X)

Using Grammar Translation Method

	Frequency	Percent	Valid Percent	Cumulative Percent
69	1	1.7	1.7	1.7
70	1	1.7	1.7	3.3
72	3	5.0	5.0	8.3
73	1	1.7	1.7	10.0
74	1	1.7	1.7	11.7
75	1	1.7	1.7	13.3
76	4	6.7	6.7	20.0
77	1	1.7	1.7	21.7
79	2	3.3	3.3	25.0
80	2	3.3	3.3	28.3
81	1	1.7	1.7	30.0
82	3	5.0	5.0	35.0
84	6	10.0	10.0	45.0
85	1	1.7	1.7	46.7
86	5	8.3	8.3	55.0
87	4	6.7	6.7	61.7
88	4	6.7	6.7	68.3
Valid 89	1	1.7	1.7	70.0
90	5	8.3	8.3	78.3
91	1	1.7	1.7	80.0
92	2	3.3	3.3	83.3
90	1	1.7	1.7	85.0
94	3	5.0	5.0	90.0
95	4	6.7	6.7	96.7
96	1	1.7	1.7	98.3
98	1	1.7	1.7	100
Total	60	100.0	100.0	

The diagram of this variable can also be shown in figure 4.1 and 4.2 below.

Figure 4.1 Bar chart of X variable (the use of grammar translation method)
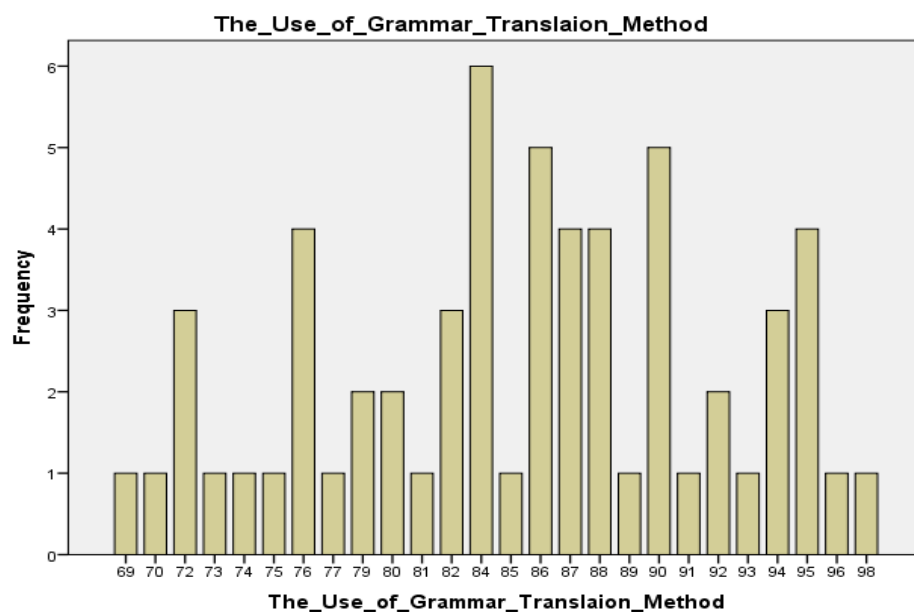
Figure 4.2 Pie chart of X variable (The Use of Grammar Translation Method)
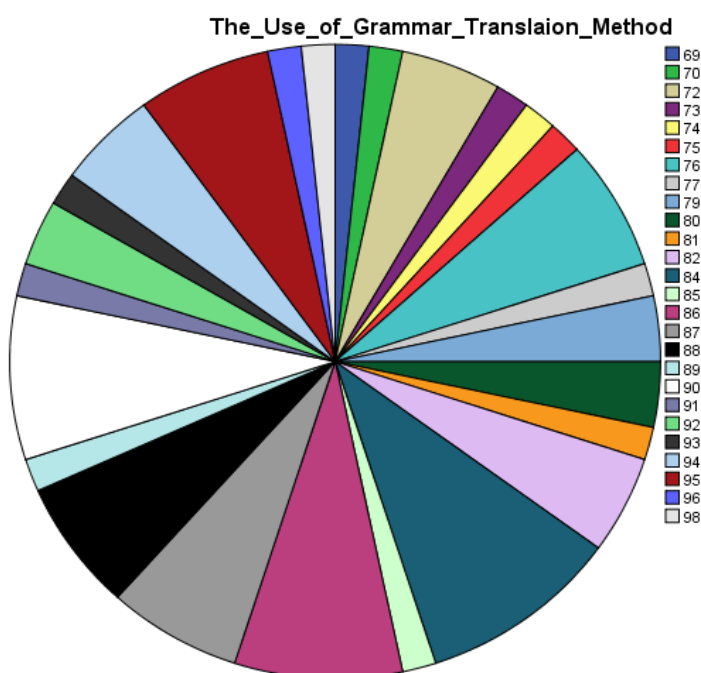
Based on the frequency distribution, for the total score obtained by each respondent with a score of 69, 70, 73, 74, 75, 77, 81, 89, 91, 93, 96 and 98 each have 1 frequency (1,7 %), score 79, 80 and 92 each have 2 frequencies (3,3%), score 72, 82 and 94 each have 3 frequencies (5,0%), while the score of 76, 87, 88 and 95 have 4 frequencies (6,7 %), and the score of 86 and 90 have 5 frequencies (8,3%) and the score of 84 have 6 frequencies. So the largest frequency is that the score 84 have 6 frequency (10 %) and the smallest frequency is at the score 69, 70, 73, 74, 75, 77, 81, 89, 91, 93, 96 and 98 have 1 frequency (1,7 %) this is illustrated clearly in the bar chart and pie chart above. The histogram of this variable can be shown in the following graph.

Figure 4.3 Histogram of using grammar translation method
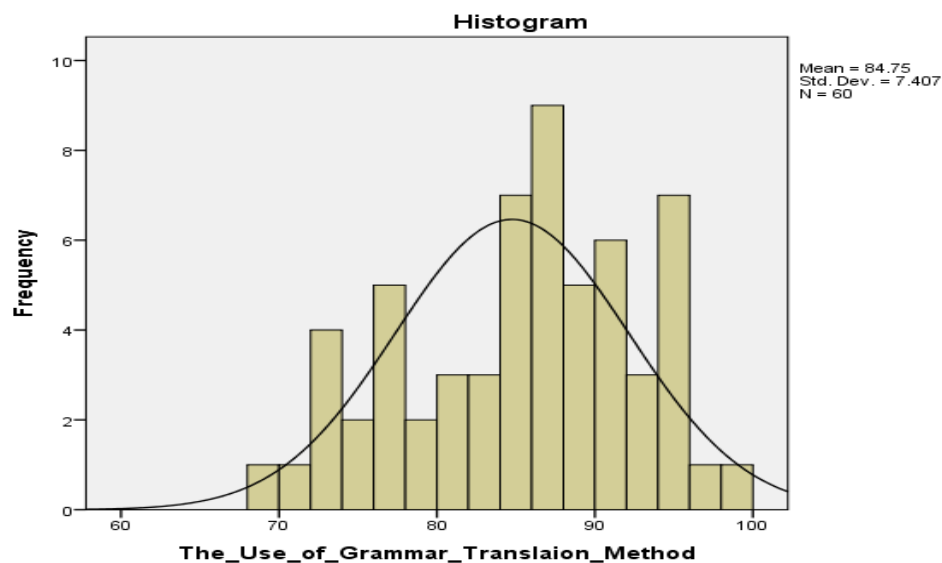
Based on the data shown in the frequency distribution table above, when compared with the mean score indicates that the score of using grammar translation method in English learning is below the average group of 21 respondents (35%),

which is in the average score is 6 people (10 %), and which are in groups above the average score of 33 respondents (55%). Determining the category from score of the use grammar translation method is done using the percentage form criteria as follows:

Table 4.4 Guidelines for interpreting the score of respondent.

NO.	Percentage (%)	Relationship level/effect
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	very low category.[1]

The total variable score for the use grammar translation method obtained from the research results is 5085, The highest theoretical score of this variable for each respondent is 20x 5= 100 because the number of respondents 60 people, then the criterion score is 100 x 60 = 6000. Thus, the use of grammar translation method is 5085:6000 = 0.84 or 84 % of the criteria set. Thus, it can be concluded that the use of grammar translation method is high category.

This is in accordance with the results of observations in the field that the use of grammar translation method is applied maximally by English teachers, so that student's respond in learning English is high.

4.1.2   Student's ability in arranging compound sentences

In descriptive statistics first look for the mean, median, modus and standard deviation as follows;

---

[1] Suharsimi Arikunto, *Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1986),P.54

Table 4.5 The value of variable descriptive statistics Y (students' Ability in Arranging Compound Sentences)

Data	Median	Modus	Mean	Standard Deviation
Students' Ability in Arranging Compound Sentences	**85,83**	**84**	**84,75**	**7,40**

The results showed that variable score of the students' learning achievement was between 60 up to 100, average score of 88,16, median 90,00, modus 95, variance 97,29 and standard deviation 9,870. The summary of descriptive statistics for y variable can be seen in the following table.

Table 4.6 Summary of descriptive statistics (variable Y)

Statistics

Students ability in arranging compound sentences

N	Valid	60
	Missing	0
Mean		88,16
Std. Error of Mean		1,27
Median		90,00
Mode		95
Std. Deviation		9,870
Variance		97,29
Skewness		-1,012
Std. Error of Skewness		,309
Kurtosis		,177
Std. Error of Kurtosis		,608
Range		40
Minimum		60

Maximum	100
Sum	5290

Frequency distribution of variable scores of students' ability in arranging compound sentences can be seen in the following table.

Table 4.7 Frequency distribution of variable (Y)

students ability in arranging compound sentences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	1.7	1.7	1.7
	65	1	1.7	1.7	3.3
	70	4	6.7	6.7	10.0
	75	5	8.3	8.3	18.3
	80	4	6.7	6.7	25.0
	85	6	10.0	10.0	35.0
	90	11	18.3	18.3	53.3
	95	22	36.7	36.7	90.0
	100	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

Variable diagrams can also be shown in figure 4.4 and variable diagrams can also be shown in figure 4.4 and 4.5 as follows.

Figure 4.4 Variable bar diagram Y (Students ability in arranging compound sentences
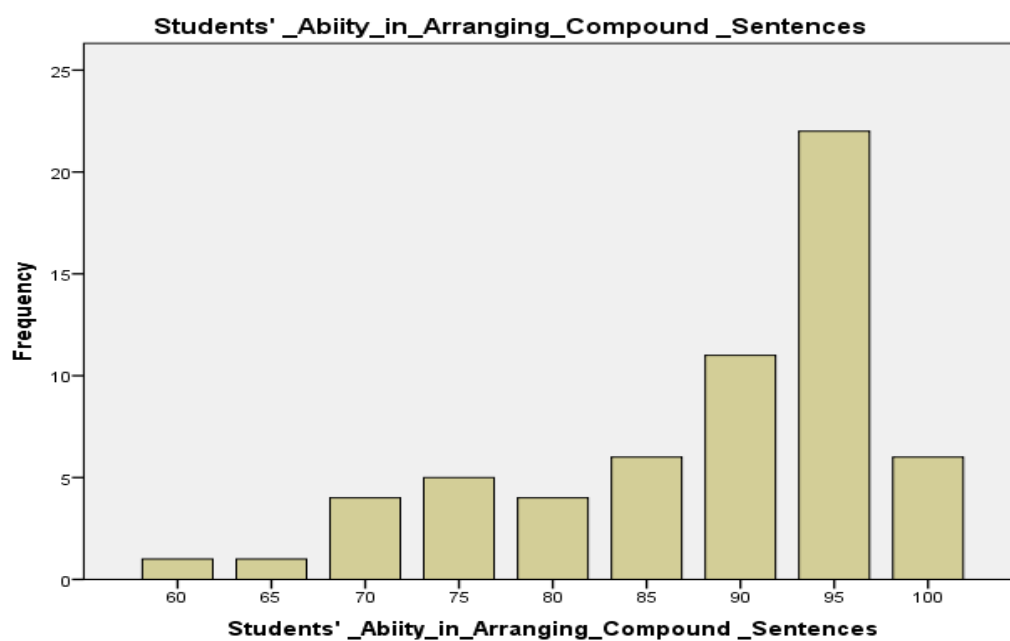
Figure 4.5 circle diagram of y variable (students' ability in arranging compound sentences)
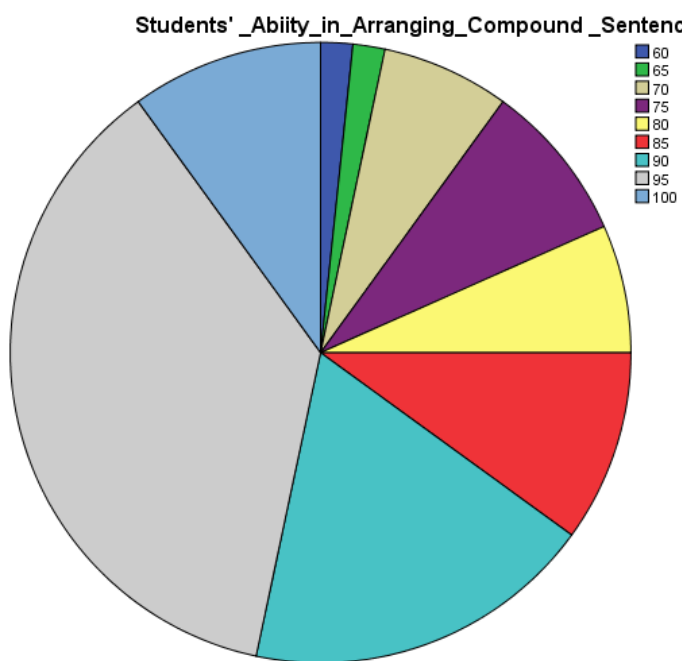
Based on the frequency distribution, for the total score obtained by each respondent with a value of 60 and 65 each have 1 frequency (1,7%), a value of 70 and 80 each have 4 frequencies (6,7%), while a value of 75 have 5 frequencies (8,3%), a value of 85 and 100 each have 6 frequencies (10 %), a value of 90 have value 11 frequencies (18,5 %) and the value of 95 have 22 frequencies (36,7%). So, the score of respondent which has largest frequency is at the value of 95 which has 22 frequencies (36,7%(and the smallest frequency is at the value of 60 and 65 which has 1 frequency (1,7%). This illustrated clearly in the bar chart and pie chart above. This variable histogram can be shown in the following graph.

Figure 4. Histogram of Students ability in arranging compound sentences
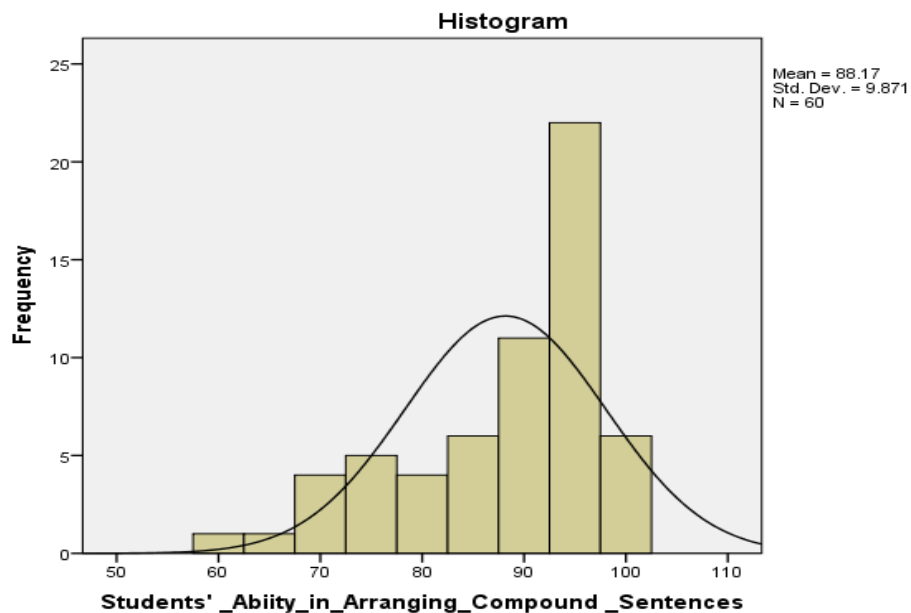
Based on the data shown in the frequency distribution table above, when compared with the mean score indicates that the score of students' ability in arranging compound sentences is below the average group of 15 respondents (25,1%), which is in the average score is 6 people (10 %), and which are in groups above the average

score of 39 respondents (64,9%). Determining the category from score of students' ability in arranging compound sentences is done using the percentage form criteria as follows:

Table 4.8 Guidelines for interpreting the score of respondent.

NO.	Percentage (%)	Relationship level/ effects
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	very low category.[2]

The total variable score for students ability in arranging compound sentences obtained from the research results is 5290, The theoretical score of this variable for each respondent is 100 because the number of respondents 60 people, then the criterion score is 100 x 60 = 6000. Thus, the students' ability in arranging compound sentences 5290: 6000 = 0,881or 88,1 % of the criteria set. Thus, it can be concluded students' ability in arranging compound sentences by using grammar translation method is high category.

4.2 Hypothesis Testing

Hypothesis in this research is used person product moment correlation by used questionnaire as a variable X and Test as variable Y. it can be seen in table 4.8 on the appendix page.

Based on the table calculation it can be seen that:

Mean(Σ) $\bar{x}$ =5039:60=83,98

---

[2] Suharsimi Arikunto, *Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1986),P.54

Mean(Σ) $\bar{y}$ = 5290:60=88,16

$\sum_x 2$=429221

$\sum_y 2$=472150

$\sum_{xy}$= 445335

Subsequently included in the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{445335}{\sqrt{(429221)(472150)}}$$

$$r_{xy} = \frac{445335}{\sqrt{28365669150}}$$

$$r_{xy} = \frac{445335}{45174}$$

$$r_{xy} = 0.989$$

$$=0.990$$

If r_{hitung} is bigger than r_{tabel}, (rh≥rt) then H_a accepted, H_o rejected. But instead, if r_{hitung} is smaller than r_{tabel} accepted, then H_o accepted, and H_a rejected. Based on the above calculation, obtained If r_{xy}= 0.990 ≥ r_{tabel} = 0.250 at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is significant effect of using grammar translation method through students' ability in arranging compound sentences at the eighth grade students of SMP Negeri 9 Parepare.

The magnitude of the effect of using grammar translation method through students' ability in arranging compound sentences, can be known by squaring correlation coefficient value. The coefficient correlation generated in this study is 0,990. Then squared, then the results obtained 0.980. The result of squaring is obtained by using the determinant coefficient formula KD=r_{xy} ^{2}x 100%.[3]Thus, it can be concluded that the magnitude of the effect of using grammar translation method through students' ability in arranging compound sentences is 98%, in the sense that the other 2% is influenced by other variables not observed in this study.

Table 4.9 Guidelines for interpretation of correlation coefficients[4]

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

Based on the table of interpretation guidelines, it can be concluded that the use of grammar translation method has a relationship or a very strong effect on students' ability in arranging compound sentences at the eighth grade student of SMP Negeri 9 Parepare.

---

[3]https://alvinburhani.wordpress.com/2012/06/28/koefisien-korelasi-signifikansi-determinasi/(Diakses pada tanggal 11 Juli 2018).

[4]Sugiono, *MetodePenelitianPendidikanPendekatanKuantitatif, Kualitatif, R & D*, P. 257.

Then, the magnitude of the effect of using grammar translation method through students' ability in arranging compound sentences can also be known by using a simple linear regression test as below;

Table 4.10 First output

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.889	1	63.889	7.189	0,10ᵇ
	Residual	5114,445	58	88,180		
	Total	5748,333	59			

a. Dependent Variable: Students' Ability in Arranging Compound Sentences

b. Predictors: (Constant), Using Grammar Translation Method

Table 4.11 Second output

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,990ᵃ	,980	,950	9,39042

a. Predictors: (Constant), Using Grammar Translation Method

The use of Grammar translation method there is a significant effect through student's ability in arranging compound sentences at the eighth grade students of SMP 9 Negeri Parepare. Based on simple linear regression testing, the using of grammar translation method through student's ability in arranging compound sentences at the VIII grade of SMP N 9 Parepare obtained regression coefficient R=0,990and value of F= 71.89 with sig=0.010. So that from the data the hypothesis is accepted. This research has an effective contribution R^2=0,980 which shows 98% the variable using of grammar translation method has significant effect by the students' ability in arranging compound sentences, in the sense that the other 2% is has significant effect by other variables not observed in this study.

Linear regression is done to determine the functional or causal relationship between one dependent variable and one independent variable. Form of regression equation in the form of:

Y = a + bX

which:

Y = Dependent variable that is predicted

a = Constants

b = Regression coefficient

X = Independent variable

Y = 7,333+0,843 X

The price of 7.333 is a constant value (a) which indicates that if there is no increase in the use of grammar translation method, then the students' ability in arranging compound sentences will reach 7,333. The price of 0.843 is a regression coefficient which shows that every time there is a 1 digit addition to the using of grammar translation method, then there will be an increase in students' ability in arranging compound sentences of 0.843.

Table 4.12 Third output

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,333	14.040		3.609	.001
	Using Grammar Translation Method	.843	.165	.980	2.681	.001

a. Dependent Variable: Students' Ability in Arranging Compound Sentences

Based on the results of inferential analysis using the linear regression score technique, the use of grammar translation method rxy= 0.980 with a significance level of 5%, this shows that the independent variable using grammar translation method has an effects on students' ability in arranging compound sentences. Thus, the hypothesis which states that there is significant effect between the use grammar translation method has significant effect through students' ability in arranging compound sentences at the eighth grade student of SMP Negeri 9 Parepare received. The effect of the use grammar translation method through students' ability in arranging compound sentences of 0.98 with a value of p= 0.001, which means significant.

4.3 Discussion of Research Results

Before explaining the results of research, Firstly the researcher described that grammar translation method is an important kind of teaching methodology that the teacher should adapt it to teach English as a foreign Language. Grammar translation method is known as a traditional technique of foreign-language teaching who commonly used to perform grammar with the main characteristics (translation) and memorize verb forms, while teacher usually explain the material by using local language. The grammar translation method can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects.

A compound sentence is a sentence that has at least two or more independent clauses joined by a comma, semicolon or conjunction. An independent clause is a clause that has a subject and verb and forms a complete thought. The conjunctions used in compound sentences are coordinate conjunction and correlative conjunction.

The coordinate conjunctions join structural units that are equal grammatically like conjunction For, And, Nor, But, Or, Yet and So (FANBOYS).

This research was conducted in class VIII SMP Negeri 9 Parepare with the number of population of 270 students and the sample is 60 students. The sampling technique in this study used the technique *purposive sampling*. Purposive sampling is a sampling technique which is not based on strata, random or fixed strata, but based on the existence of objectives with a consideration. Then the researchers only take samples in class VIII 1 & 2 because the class is class where grammar translation used by the teacher in learning English.

Techniques and instruments of collecting data in this study using observation, questionnaire / questionnaire and test. The data analysis techniques used in this study using descriptive and inferential statistical analysis techniques.

Based on testing data analysis, has obtained value on each variable. The questionnaire results, the total score of the use of grammar translation method obtained is 5085, The highest theoretical score of this variable for each respondent is 20 x 5 = 100, because the number of respondents 60 people, then the criterion score is 100 x 60 = 6000. Thus, the use of grammar translation method is 5085: 6000 = 0.847 or 84.70 % of the criteria set. Thus, it can be concluded that the use of grammar translation method is high category.

Furthermore, the total score of variable of student's ability in arranging compound sentences obtained from the research results is 5290, theoretical score of this variable each respondent is 100, because the number of respondents 60 people, then the criterion score is 100 x 60 = 6000. Thus, the student's ability in arranging compound sentences by using grammar translation method is 5290 : 6000 = 0.881or

88.10% of criteria set. Thus, it can be concluded that of student's ability in arranging compound sentences is high score.

The magnitude of the effect of using grammar translation method through students' ability in arranging compound Sentences can be known by using Pearson product moment and a simple linear regression testing.

Based on the analysis Pearson product moment test, the coefficient correlation generated in this study is 0,990. Then squared, then the results obtained 0.980. The result of squaring is obtained by using the determinant coefficient formula KD=r_{xy} ^{2}x 100%.[5]Thus, it can be concluded that the magnitude of the effect of using grammar translation method through students' ability in arranging compound sentences is 98%, in the sense that the other 2% is influenced by other variables not observed in this study.

Based on the results of inferential analysis using the linear regression score technique, the use of grammar translation method rxy= 0.980 with a significance level of 5%, this shows that the independent variable using grammar translation method has an effects on students' ability in arranging compound sentences. Thus, the hypothesis which states that there is significant effect between the use grammar translation method has significant effect through students' ability in arranging compound sentences at the eighth grade student of SMP Negeri 9 Parepare received. So, the use grammar translation method through students' ability in arranging compound sentences has significant effect.

---

[5]https://alvinburhani.wordpress.com/2012/06/28/koefisien-korelasi-signifikansi-determinasi/(Diakses pada tanggal 11 Juli 2018).

From the improvement, we could see that using grammar translation method in teaching grammar especially compound sentences was very effective. In grammar translation method is taught deductively with focus on rote memorization of grammatical structures and vocabulary (Larsen-freeman, 2000).[6] According to Damiani (2003) in his study on grammar translation method affirms that it is the best method to teach grammar and vocabulary, teacher believes students like learning grammar.[7]

---

[6] Ishraq Aqel M. *The Effect of Using Grammar Translation Method on Acquiring English as a Foreign Language,(*international jurnal of Asian Social Science,2013,3(12):2469-2476). P.2470. journal homepage: https://www.aessweb.com/jurnal-detail.php?id=50007

[7] Shawana Fazal, Muhammad Iqbal Majoka, Mustanir Ahmad. *Integration of Grammar Translation Method with Communicative Approach :A Research Synthesis*.(2013) P. 123 published: https://www.researchgate.net/publication/322083426

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the effect of using grammar translation method through students' ability in arranging compound sentences at the eighth grade students of SMP Negeri 9 prepare, it can be drawn conclusion as follows:

5.1.1 The use of grammar translation method in learning English class VIII I&II SMP Negeri 9 Parepare is in the high category. This is in accordance with the result of the questionnaires data analysis given to 60 respondents. This result proved that is 5085:6000= 0.84 or 84 % of the criteria set. This is belongs to the high category. It is consistent with the observations of researcher in the classroom during the English learning process by using grammar translation Method; students are more active, like to ask questions. They are more enthusiastic to follow learning process from beginning to end. So that student's respond in learning English by using grammar translation method is high.

5.1.2 Students' ability in arranging compound sentences by using grammar translation method class VIII I & II SMP Negeri 9 Parepare is in the high category. This is accordance with the result of the test data analysis given to 60 respondents. This result proved that is 5290: 6000 = 0,881or 88.1 % of the criteria set. The suitable method is one reason why students' ability in arranging compound sentences is at the high category level. Grammar translation method is one of the suitable method for developing students'

grammar ability because the main characteristic of this method is focus on grammar and its' application in translating text from source language to the target language or vice versa.

5.1.3   There is a significant effect on the use of grammar translation method through students' ability in arranging compound sentences at the eighth grade students of SMP Negeri 9 Parepare. This is based on the test effects that have been done in this research. So it is known that the magnitude of the effect of grammar translation method through students' ability in arranging compound sentences at the eighth grade student of SMP Negeri 9 Parepare is 98%, in the sense that the other 2% is influenced by other variables not observed in this study. This is based on the observations of researcher in learning process that the high response of students to use grammar translation method is directly proportional to the high ability of students in arranging compound sentences achieved from the test results.

5.2 Suggestion

In connection with the conclusion above, the researcher further proposed some suggestions as follow:

5.2.1   For the English Teacher

5.2.1.1 The teacher generally should be able to apply some strategies in teaching English which is suitable with students, condition and materials used so that the students are not bored in the classroom following the materials.

5.2.1.2 Based on the results of the study, the discussion, and the conclusion that the use of grammar translation method in learning

English class VIII SMP N 9 Parepare got high response from students and can improve students grammar ability. So, the researcher suggested that teachers in the school implemented grammar translation method in teaching English to make learning more effective.

5.2.2 For the students

Students doesn't less motivation in learning grammar, always practice to answer the tests given wherever and whenever.

BIBLIOGRAPHY

Arikunto,Suharsimi.1986., *Evaluasi Pendidikan* :Jakarta: Bina Aksara.

Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*,. Jakarta: PT Rineka Cipta. Cet.11.

Aqel, Ishraq M. 2013. *The Effect of Using Grammar Translation Method on Acquiring English as a Foreign Language,(*international jurnal of Asian Social Science,,3(12):2469-2476). journal homepage: https://www.aessweb.com/jurnal-detail.php?id=50007

Bahar, Kaharuddin. 2014. *Interactional speaking*. Yogyakarta: Trust Media.

Broughton, Geoffrey et al. 1978. *Teaching English as a Foreig Language, second edition*. USA and Canada: Simulatneously published by Routledge. http://b-ok.cc/book/63320/c5333c (accessed: july 26th)

Burhan, Bungin. 2005. *Metode penelitian Kuantitatif. Edisi Pertama*. Cetakan 3. Jakarta: Fajar Interpratama Offset.

Celce-Muria, Marianne, Diane Larsen- Freeman. 1999. *The Grammar Book, An ESL/EFL Teacher's Course Second Edition.* USA: Heinle & Heinle publisher.

Coghill, Jefrey and Stacy Magendanz. 2003. *English Grammar*. New York:Wiley publishing. Inc. http://b-ok.cc/book/808837/ad263d. (accessd:june 11th).

Dallas, Atlanta. Geneva Illionis. New Jersey Palo alto Torono. *Grammar and Composition.*

Juliansyah. 2011. *Metodologi penelitian: Skripsi, Thesis, Disertasi dan Karya Ilmiah.* Jakarta: Prenadamedia group.

Erdawaty. 2016. "Using grammar translation method to improve the second year students' skill in writing descriptive text at SMP N 2 Lembang ". Skripsi: English language education.

Fahrurrozi. 213. *Teknik praktir terjemah. Cara mudah dan praktis mempelajari teknik terjemah* Yogyakarta.

Fazal, Shawana. 2013 Muhammad Iqbal Majoka, Mustanir Ahmad. *Integration of Grammar Translation Method with Communicative Approach :A Research Synthesis*. published: https://www.researchgate.net/publication/322083426.

Frank, Marcella. 1972. *Modern English a practical Reference Guide*. New jersey.

Indriani, Irma. 2014. *Grammar itu Gampang Secara Otodidak untuk Semua Orang*. Jakarta Timur: Dunia cerdas press.

Kaharuddin. 2013. *The Communicative Grammar Translation Method*, (Cet. 1 ;Yogyakarta: TrustMedia,)

Masnah.2014. "The effect of implementing Grammar Translation Method on development of writing skill for the second year students' at SMAN 6 Pinrang. Skripsi, English Language Department: Pinrang.

Mudambadithaya. 2005. *English Grammar & Composition.* new delhi: house PVT LTD.

Radford, Andrew. 1988. *Transformational Grammar, A first Course*. New York: Cambridge University Press.

Richard, Jack C. and Theodore S. Rodgers. 1995. *Approaches and method in Languages Teachings (eleventh printing)*. Cambridge: Cambridge university press.

_____1995. *Approaches and method in Languages Teachings (eleventh printing)*. Cambridge: Cambridge university press.

Richard, Jack C. and Willy A. Renandya.1993. Methodology in Language Teaching. An Anthology of Current Practice. USA: Cambridge University press.

Schrampfer, Betty Azar. 1999. *Understanding and Using English Grammar, Third Edition*. United State of Amerika: Pearson Education.

_____1989. *Understanding and Using English Grammar, Second Edition*. United State of Amerika: Pearson Education.

Sekolah Tinggi Agama Islam Negeri (STAIN). 2013. *Pedoman Penulisan Karya Ilmiah*. Parepare: Departemen Agama.

Sugiono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Cet. 20; Bandung: Alfabeta

Syah, Muhabbin. 2006. *Cara Mudah Menerapkan English Grammar*. Jakarta: PT. Raja Grafindo Persada.

APPENDICES

Appendix 1

QUESTIONNAIRE GRIDS

THE EFFECT OF USING GRAMMAR TRANSLATION METHOD THROUGH
STUDENTS' ABILITY IN ARRANGING COMPOUND SENTENCES
AT THE EIGHTH GRADE STUDENT OF
SMP NEGERI 9 PAREPARE

Research Variable	Indicator	Num. Instrument Items
The students' Responds by using Grammar Translation Method in Class VIII/1 and V111/2 SMP Negeri 9 Parepare	1. Quality of use grammar translation method	1, 2, 8, 11and 12
	2. Feelings of learners during use grammar translation method	3 and 4
	3. Interest of learners with the use of grammar translation method	3, 4 and 5
	4. Motivation of learners with use grammar translation method	5
	5. Attention of learner with use grammar translation method	6

Appendix 2

<div align="center">

QUESTIONNAIRE

**THE EFFECT OF USING GRAMMAR TRANSLATION METHOD THROUGH
STUDENTS' ABILITY IN ARRANGING COMPOUND SENTNCES AT THE EIGHTH
GRADE STUDENTS OF SMP NEGERI 9 PAREPARE**

</div>

I.   **Identify of Respondents**

Respondent code   :
Gender   : Man / Woman
Class   :

II.   **Instructions Charging Questionnaire**

a. Read the following statement carefully

b. Choose an alternative answer that really pair with your situation.

c. Answer honestly because this questionnaire will not affect the value of report cards.

d. Put a check list (√) on the alternative answer that you think is most appropriate.

e. The answer to this questionnaire will be kept secret.

f. All statements should be answered and not allowed to answer one question item more than

one answer.

g. Alternative remark answers:

SA	A	DF	DA	SDA
(Strongly Agree)	(Agree)	(Doubtful)	(Disagree)	(Strongly Disagree)

h. Thank you for your participation.

III.   List of Statement

The Effect of Using Grammar Translation Method Through Students' Ability in Arranging Compound Sentences at The Eight Grade Students of SMP Negeri 9 Parepare.

No.	PERNYATAAN	Alternative Jawaban				
		SA	A	DF	DA	SDA
1	You can easily remember material by using grammar translation method.					
2	The use of grammar translation method can help develop students creatively.					
3	You are happy to follow the learning of English with the use of grammar translation method.					
4	Grammar translation method in learning, I feel eager to follow the English lesson.					
5	The use of grammar translation method can motivate learners to actively learn English.					
6	I pay more attention to learning English with the use of grammar translation method.					
7	I am not interested in using grammar translation method in English learning.					
8	Grammar translation method can improve my ability in understanding grammar.					
9	The grammar translation method make me vacuum in the process of learning English.					
10	I feel disturbed by the use of grammar translation					

	method in learning English.					
11	The use of grammar translation method in learning English can improve my thinking skills.					
12	Grammar translation method used by educators, facilitates the process of learning-teaching in learning English.					
13	The use of grammar translation method in learning cannot improve my grammar skills.					
14	My translation ability increased by applying grammar translation method in learning.					
15	The grammar translation method used by educators cannot develop students' creativity.					
16	Students are lazy to follow the learning by using the grammar translation method.					
17	The grammar translation method used by educators makes students confused in the learning process.					
18	The use of grammar translation method applied by the teacher makes students slow in mastering the lesson.					
19	Learning English using the grammar translation method makes me depressed in class.					
20	Learning models using the grammar translation method are less effective for learning English.					

Appendix 3

OBSERVATION GUIDELINES
THE EFFECT OF USING GRAMMAR TRANSLATION
METHOD THROUGH STUDENTS ABILITY IN ARRANGING COMPOUND
SENTENCES AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 9 PAREPARE

Field of Study   : English   Day/Date   : Monday, August 27th 2018

Class   : VIII (Eight Grade)   Teacher Name: Hasdir Subroto, S.Pd

Material   : Compound Sentences

Charging Instruction

a. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.

b. Put a checklist on the provide column according to your observation.

Grammar Translation Method	Yes	No
Quality of implementation grammar translation method.		
1. English teacher use grammar translation method on learning English.		
2. Using grammar translation method on learning English develop creativity of learners.		
3. Grammar translation method provides a more real experience in learning English.		
4. Grammar translation method facilitate the process of learning English		
Students' feeling when using grammar translation method		

5. Students are happy to follow the process of learning English with the use of grammar translation method		
6. Learners are excited to follow the process of learning English with the use of grammar translation method.		
Interest of learners with grammar translation method		
7. Enthusiastic of learners I the process of learning English with the use of grammar translation method		
8. Learners are more interested in learning by using grammar translation method.		
Motivation of learners with the use of grammar translation method		
9. The use of grammar translation method , motivating learners to actively learn English		
Attention learners when using grammar translation method		
10. Learners pay more attention to learning English with the use of grammar translation method		

Appendix 4 Question items

<div align="center">

Essay

</div>

General instructions

1) First write Name, Class and Subject.
2) Check and read the questions before you answer them.
3) Put first answer questions that you find easy.
4) check your work before submitting it to the supervisor.

> **Name : …………………………...**
>
> **Class : …………………………..**

1. Make each one of compound sentences by using the conjunctions below!

   a. And   c. nor

   b. But   d. or

   Answer:

   a) …………………………………………………………………………………………
   b) …………………………………………………………………………………………
   c) …………………………………………………………………………………………
   d) ………………………………………………………………………………………...

2. Read and Fill in the following sentences using the correct conjunction!

   Today is Sunday. I was awake late……….. I stayed up watching football last night. My father was washing the car ………… my mother was cooking. I want to go play with my friends …………... I have not washed my shoes yet. After I finished washed my shoes, I went to my friend house ……he was not at home.

3. Circle the correct answers below!

   A. Gillian did not like to read, **(for/but)** he was not very good at it.

   B. I wanted to buy a new hand phone, (**and/so)** I started to save my money.

C. My mother is cooking (**and/so**) my father is watching a TV.

D. You go to school (**but/or**) you go to a market.

4. Arrange the following words into a complete compound sentences!

A. WANT-DON'T-TO-I-WANT-DRINK-EAT-AND-DON'T-TO

B. CATS-LOVE-FOR-I-FUNNY-THEY-ARE

C. ALWAYS-GO-THEY-COME-FIRST-HOME-LATE-AND

D. MADE-JIHAN-THE CAKE-DECORATED-AND-SUSI-CAKE

Answer:

a. ………………………………………………………………………………………………

b. ………………………………………………………………………………………………

c. ………………………………………………………………………………………………

d. ………………………………………………………………………………………………

5. Complete the following sentence into a complete compound sentence.

A. I didn't do my homework, **and** ……………………...

B. Indra failed in the national exam, **for**………………………………………..........

C. She is rich, **yet**……………………………………………………………………….

D. I couldn't' slept last night, **so**………………………………………………………...
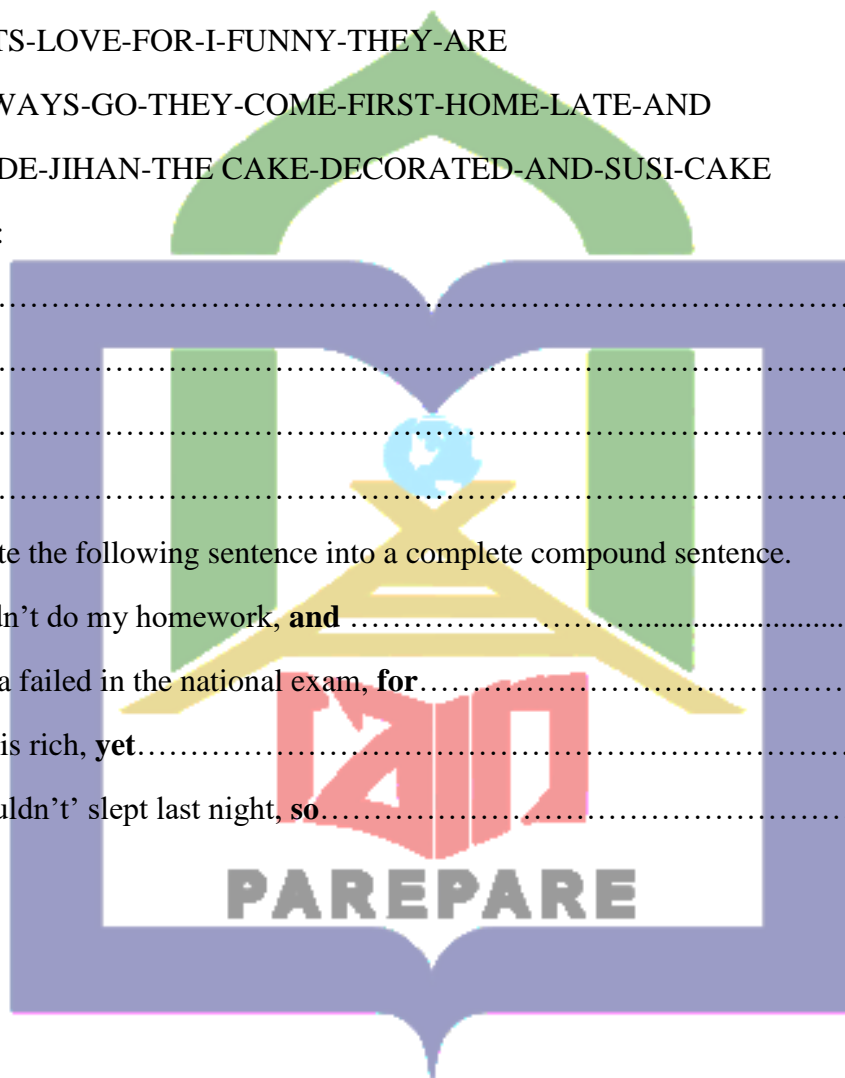
Appendix 5

<div align="center">

OBSERVATION RESULT

THE EFFECT OF USING GRAMMAR TRANSLATION

METHOD THROUGH STUDENTS ABILITY IN ARRANGING COMPOUND

SENTENCES AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 9 PAREPARE

</div>

Field of Study   : English   Day/Date   : Monday, August 27th 2018

Class   : VIII (Eight Grade)   Teacher Name: Hasdir Subroto, S.Pd

Material   : Compound Sentences

Charging Instruction

    c. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.

    d. Put a checklist on the provide column according to your observation.

Grammar Translation Method	Yes	No
Quality of implementation grammar translation method.		
1. English teacher use grammar translation method on learning English.	✓	
2. Using grammar translation method on learning English develop creativity of learners.	✓	
3. Grammar translation method provides a more real experience in learning English.	✓	
4. Grammar translation method facilitate the process of learning English	✓	
Students' feeling when using grammar translation method		

5. Students are happy to follow the process of learning English with the use of grammar translation method	✓	
6. Learners are excited to follow the process of learning English with the use of grammar translation method.	✓	
Interest of learners with grammar translation method		
7. Enthusiastic of learners I the process of learning English with the use of grammar translation method	✓	
8. Learners are more interested in learning by using grammar translation method.	✓	
Motivation of learners with the use of grammar translation method		
9. The use of grammar translation method , motivating learners to actively learn English	✓	
Attention learners when using grammar translation method		
10. Learners pay more attention to learning English with the use of grammar translation method	✓	

Appendix 6

QUESTIONNAIRE TABULATION OF X VARIABLE
(Using Grammar Translation Method)

N.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Amount
1	5	4	3	4	4	5	4	4	4	2	3	4	5	5	4	4	5	5	4	4	82
2	5	4	3	4	4	4	4	5	2	5	4	4	5	5	5	5	5	5	5	5	88
3	5	4	5	5	4	5	5	4	4	5	5	4	4	4	4	5	4	4	4	4	88
4	4	3	5	4	5	5	2	3	3	2	5	4	3	5	3	4	4	4	2	3	73
5	4	4	4	5	5	4	5	4	5	4	4	4	5	4	4	5	4	4	4	4	86
6	4	4	4	5	5	4	5	4	5	4	4	4	5	4	4	5	4	4	4	4	84
7	4	4	4	4	4	5	5	3	4	2	3	3	5	3	5	4	4	4	4	4	82
8	5	4	5	5	3	4	5	5	5	4	3	5	2	3	2	3	2	3	1	3	72
9	5	5	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5	3	2	92
10	4	4	4	4	4	4	5	5	4	5	4	4	5	5	5	5	5	5	5	5	91
11	4	3	5	5	4	3	4	5	4	2	5	4	4	4	4	3	4	4	4	4	80
12	4	4	4	4	4	4	4	5	4	5	4	4	5	5	5	5	5	5	5	5	90
13	4	5	5	4	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	94
14	4	4	4	4	4	4	4	5	4	5	4	4	5	5	5	5	5	5	5	5	90
15	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	5	87
16	4	4	5	3	4	5	3	3	3	5	4	5	5	5	3	2	1	3	2	1	69
17	4	4	5	5	4	4	4	4	5	5	4	4	5	4	2	5	4	4	4	4	84
18	4	3	4	4	3	3	4	3	4	4	3	5	4	4	4	4	3	3	4	4	74
19	4	5	4	4	4	3	4	5	4	5	5	4	4	54	5	5	5	5	5	5	89
20	4	3	5	5	3	3	4	3	4	4	3	5	4	3	4	5	4	3	4	2	76
21	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
22	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	2	74
23	4	4	4	4	4	5	4	5	4	5	4	4	4	5	5	5	5	5	5	5	90
24	4	4	4	4	5	4	5	5	4	5	4	4	5	4	5	5	4	4	4	4	91
25	4	4	5	4	5	4	5	4	4	5	4	5	4	5	4	4	4	4	4	5	87
26	4	4	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	84
27	4	4	4	4	4	4	4	4	4	5	4	4	5	5	5	5	5	5	5	5	89
28	4	3	4	4	4	5	5	4	4	4	4	5	4	5	4	5	4	4	5	4	85
29	4	4	4	5	5	4	5	4	4	4	4	5	4	4	4	5	4	5	4	4	86
30	5	4	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	88
31	5	4	5	4	4	4	4	5	4	4	5	5	4	3	4	5	4	3	4	4	84
32	4	5	5	5	5	5	5	4	3	4	4	5	5	4	4	4	4	4	4	4	87
33	5	5	5	5	5	5	4	5	3	5	5	5	4	5	4	5	5	5	5	5	95
34	5	5	5	4	4	4	5	5	4	5	5	5	5	4	5	5	5	5	5	5	95
35	5	5	5	5	5	5	5	5	4	5	5	5	5	3	5	4	5	5	4	5	95
36	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	98
37	4	4	5	4	5	4	4	5	4	4	5	5	5	4	4	4	4	5	4	4	87
38	4	4	4	5	4	5	5	5	2	2	4	5	2	4	1	2	3	3	3	5	70

39	4	4	5	5	4	4	5	4	4	4	4	5	4	4	4	5	4	4	4	5	86
40	5	5	5	4	5	4	5	4	5	5	5	4	5	5	5	5	4	4	5	5	94
41	3	4	5	4	4	4	4	5	4	4	5	5	4	4	1	4	2	1	1	1	70
42	4	5	5	5	5	4	5	4	5	5	5	5	5	3	5	5	5	5	5	5	95
43	5	5	4	5	5	3	5	5	4	4	5	4	5	4	5	4	4	5	5	4	90
44	4	5	4	4	3	3	5	5	4	5	4	5	4	4	5	3	3	4	5	3	82
45	4	5	4	4	4	4	5	4	4	5	4	4	5	4	5	5	4	4	5	5	88
46	4	4	5	4	4	4	3	4	3	3	4	4	4	4	3	3	3	4	4	5	76
47	4	4	4	4	5	4	4	4	2	4	4	4	4	4	4	4	3	4	5	5	80
48	4	4	5	4	4	3	5	4	3	5	5	4	4	3	4	5	4	5	4	5	84
49	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
50	4	4	4	4	5	4	4	4	4	4	4	5	4	3	4	5	4	5	5	4	84
51	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	2	4	4	4	76
52	4	5	5	5	5	5	5	4	4	5	5	5	5	4	5	5	4	5	5	4	94
53	4	3	5	5	4	4	5	4	4	5	5	5	5	5	5	5	4	5	5	5	92
54	4	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	96
55	4	4	4	4	3	3	5	4	4	5	4	4	4	4	4	5	4	4	5	4	82
56	4	4	4	4	4	5	5	4	3	2	4	4	3	3	4	4	3	3	3	3	72
57	5	4	5	4	5	4	5	5	5	5	4	5	5	5	4	4	5	5	5	4	93
58	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	2	4	3	4	4	76
59	4	5	5	5	5	5	5	4	3	4	4	5	5	5	4	4	4	4	4	4	88
60	4	5	4	4	5	4	5	4	3	4	4	4	4	4	4	3	3	3	4	4	79

Appendix 7

The Result of Students Ability in Arranging Compound Sentences

(Y Variable)

Num.	NAME	SCORE
1	Muhibbul haq	95
2	Rifka Andriani	85
3	Muhammad Ramzi Saputra	80
4	Sierra Sartika Adnan	85
5	Marissa Mirsan	95
6	Andi Aidin Zaki	100
7	Indah Lestari	90
8	Adinda	75
9	Ahmad Hidayatullah	95
10	Dimas Kurniawan Hendra	80
11	Azwan Dwi Putra	60
12	Adhe Ayu Lestari	100
13	Muhammad Akil	100
14	Aisyah Safri	100
15	Risda Ramadani Agus	95
16	Muhammad Awaluddin	65
17	Siti Hajar	70
18	Isdelia Yusnita	85
19	Novia	75
20	Muhammad febrian Syahhputra	80
21	Muhammad Alief Gazali Acmad	70
22	Nur Fadli	70
23	Melani Saputri	85
24	Sarifa Hikma	75
25	Leny Marlina	90
26	Agustina Ahmad	95
27	Aisyah Balqis	100
28	Rifka Andriani	95
29	Fitri Ramadani	95
30	Muhammad Raihan Azhar	100
31	Dhani Pratama	95
32	Selvia	95
33	Nurul Muhlisa	95
34	Nuraziza Aulia	90
35	Nurhikma Yanti	90
36	Andi Ratu Satria Putri	95
37	Putri Nabila	95

38	Andi Nurhidaya Pratama	95
39	Yunita Pratiwi	95
40	Andi Mustika Ayu	90
41	Delon Nikolas	85
42	Afidah Melinda Hasrul	90
43	Putrid Revalina Rusli	95
44	Sharini Syarif	90
45	Alexandra Olivia	95
46	Alya Saputri	95
47	Arif	80
48	Muhammad Syukran Husain	75
49	Faturrahman	75
50	Ajie Mahdi	70
51	Muhammad Raihan Azhari	90
52	Angga	90
53	Reski Septiana	95
54	Trio nugraha	85
55	Herawati	95
56	Dian Risky Fauziah	95
57	Ummahaera	90
58	Yusnita Ramadani	90
59	Indi Lestari Kadir	95
60	Julia Ramadani Ahmad	95

Appendix 8

Variable X and Y

Num.	X	Y	X.Y	X²	Y²
(1)	(2)	(3)	(4)	(5)	(6)
1	82	95	7790	6724	9025
2	88	85	7480	7744	7225
3	88	80	7040	7744	6400
4	73	85	6205	5329	7225
5	86	95	8170	7396	9025
6	84	100	8400	7056	10000
7	82	90	7380	6724	8100
8	72	75	5400	5184	5625
9	92	95	8740	8464	9025
10	91	80	7280	8281	6400
11	80	60	4800	6400	3600
12	90	100	9000	8100	10000
13	94	100	9400	8836	10000
14	90	100	9000	8100	10000
15	87	95	8265	7569	9025
16	69	65	4485	4761	4225
17	84	70	5880	7056	4900
18	74	85	6290	5476	7225
19	90	75	6675	7921	5625
20	76	80	6080	5776	6400
21	81	70	5670	6561	4900
22	74	70	5180	5476	4900
23	90	85	7650	8100	7225
24	91	75	6825	8281	5625
25	87	90	7830	7569	8100
26	84	95	7980	7056	9025
27	89	100	8900	7921	10000
28	85	95	8075	7225	9025
29	86	95	8170	7396	9025
30	88	100	8800	7744	10000
31	84	95	7980	7056	9025
32	90	95	3040	1024	9025
33	95	95	9025	9025	9025
34	95	90	8550	9025	8100
35	95	90	8550	9025	8100
36	98	95	9310	9604	9025
37	87	95	8265	7569	9025

38	70	95	6650	4900	9025
39	86	95	8170	7396	9025
40	94	90	8460	8836	8100
41	70	85	5950	4900	7225
42	95	90	8550	9025	8100
43	90	95	8550	8100	9025
44	82	90	7380	6724	8100
45	88	95	8360	7744	9025
46	76	95	7220	5776	9025
47	80	80	6400	6400	6400
48	84	75	6300	7056	5625
49	80	75	6000	6400	5625
50	84	70	5880	7056	4900
51	76	90	6840	5776	8100
52	94	90	8460	8836	8100
53	92	95	8740	8464	9025
54	96	85	8160	9216	7225
55	82	95	7790	6724	9025
56	72	95	6840	5184	9025
57	93	90	8370	8649	8100
58	76	90	6840	5776	8100
59	88	95	8360	7744	9025
60	79	95	7505	6241	9025
∑	**5039**	**5290**	**445335**	**429221**	**472150**
Average	**83.98**	**88.16**			

Appendix 9

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 🖷 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 469 /In.39/PP.00.9/08/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: ARJUN
Tempat/Tgl. Lahir	: BUNTU LENTA, 02 Pebruari 1996
NIM	: 14.1300.054
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: BUNTU LENTA, DESA POTOKULLIN, KEC. BUNTU BATU, KAB. ENREKANG

Bermaksud akan mengadakan penelitian di wilayah *KOTA PAREPARE* dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECT OF USING GRAMMAR TRANSLATION METHOD THROUGH STUDENTS' ABILITY IN ARRANGING COMPOUND SENTENCES AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 9 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Agustus** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

14 Agustus 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

Appendix 10

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
P A R E P A R E

Parepare, 14 Agustus 2018

Nomor   : 050 / 775 /Bappeda
Lampiran   : --
Perihal   : **Izin Penelitian**

Kepada
Yth.   Kepala Dinas Pendidikan dan Kebudikan Kota
          Parepare
Di -
          Parepare

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1469/In.39/PP.00.9/08/2018 tanggal 14 Agustus 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a   : ARJUN
Tempat/Tgl. Lahir   : Buntu Lenta / 2 Februari 1996
Jenis Kelamin   : Laki-laki
Pekerjaan   : Mahasiswa
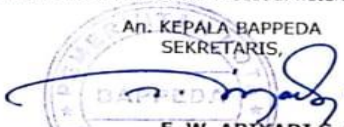A l a m a t   : Buntu Lenta, Kec. Buntu Batu, Kab. Enrekang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE EFFECT OF USING GRAMMAR TRANSLATION METHOD THROUGH STUDENTS' ABILITY IN ARRANGING COMPOUND SENTENCES AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 9 PAREPARE"

Selama   : Tmt. Agustus s.d September 2018
Pengikut/Peserta   : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E. W. ARIYADI S, ST., MT
Pangkat. Pembina
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara ARJUN
5. Arsip.

Appendix 11

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 9MODEL
Alamat : Jalan Bau Massepe No. 94A ☏ (0421) 21940
P A R E P A R E

SURAT KETERANGAN
Nomor : 422 / 316 / SMP.9 / IX / 2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a	:	ARJUN
Tempat / Tgl Lahir	:	Buntu Lenta, 02 Februari 1996
N I M	:	14.1300.054
Jurusan / Prodi	:	Tarbiayah / TBI
Alamat	:	Buntu Lenta, Kec.Buntu Batu, Kab. Enrekang

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

"THE EFFECT OF USING GRAMMAR TRANSLATION METHOD THROUGH STUDENTS ABILITY IN ARRANGING COMPOUND SENTENCES AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 9 PAREPARE "

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 10 September 2018
Kepala Sekolah

KAMARUDDIN, S.Pd, M.Pd
NIP. 19621231 198403 1 115

Appendix 12

PICTURES OF RESEARCH IMPLEMENTATION

BIOGRAPHY

Arjun, the writer was born in Buntu Lenta on February 22nd 1996, Buntu batu sub district of Enrekang regency. He is the last child of three siblings by Ahmad (father) and Samai (mother). His first older brother is Sabir and the second older sister is Suwarni. The writer began his education at elementary school at SDN 81 Kalaciri (2002-2008). Then, He continued his study at junior high school at SMPN 2 Baraka and finished in 2011. In the same year he continued his studies at senior high school at SMAN 1 Pasui and finished in 2014.

Furthermore the writer decided to continue his education in Parepare and took a Bachelor Degree Program (S1) Tarbiyah department, English Language Study Program. He finished his study in 2018 by writing an academic paper entitled, "**The Effect of Using Grammar Translation Method Through Students' Ability in Arranging Compound Sentences at the Eighth Grade Students of SMP Negeri 9 Parepare**".