SKRIPSI

**USING GRAMMAR TRANSLATION METHOD TO IMPROVE
THE EIGHT YEAR STUDENTS' SKILLSIN WRITING
DESCRIPTIVE TEXT AT SMPN 2
LEMBANG KAB. PINRANG**

By

ERDAWATI
Reg. Number: 12.1300.071

**ENGLISH PROGRAM
OFTARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

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Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic College of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan Islam (S.Pd.I.)

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to

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OF TARBIYAH AND ADAB DEPARTMENT
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PAREPARE**

2016

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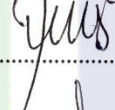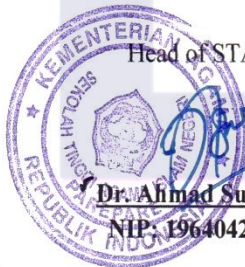
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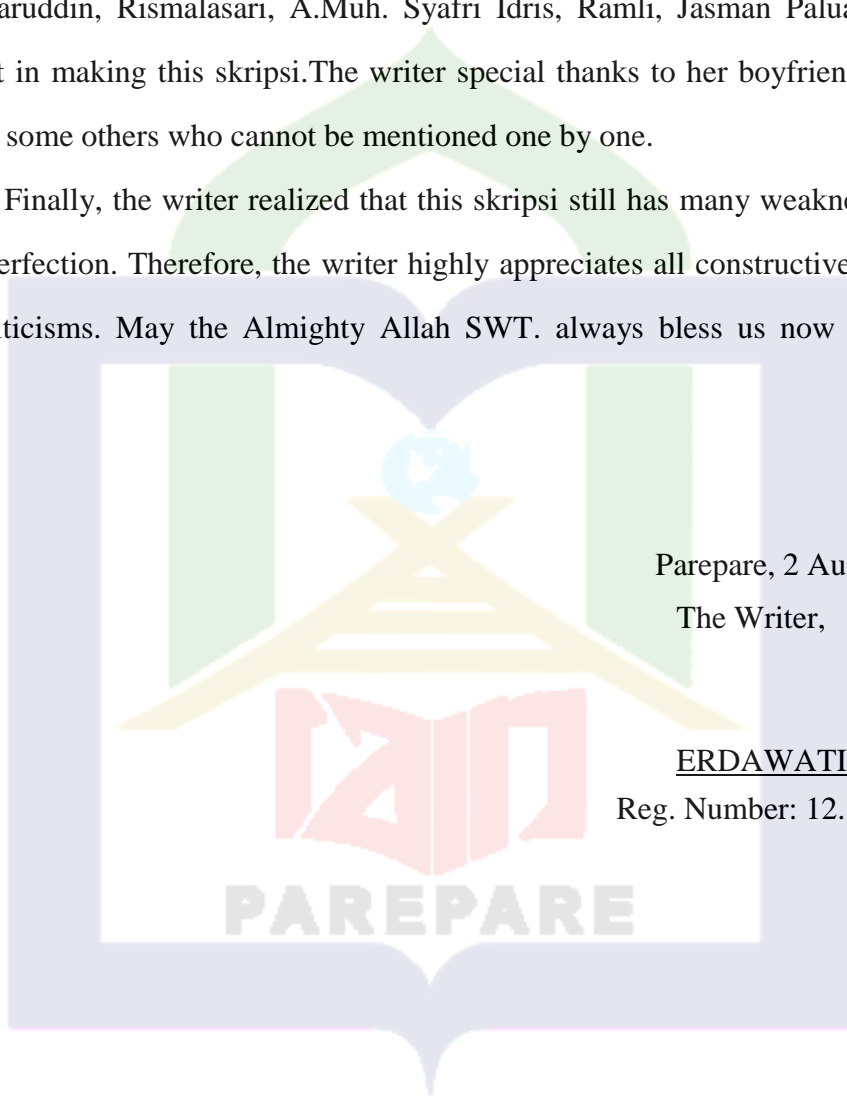
Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer highly appreciates all constructive suggestions and criticisms. May the Almighty Allah SWT. always bless us now and forever, Amin.

Parepare, 2 August2016
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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

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Stated that this skripsi is her own writing and if it 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,2August 2016
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ABSTRACT

ERDAWATI. *Using Grammar Translation Method to Improve the Second Year Students' Writing Skills in Descriptive Text at SMPN 2 Lembang* (Supervised by Kaharuddin Bahar and Zulfah).

This research aim to find out the effectiveness of grammar translation method in improving the second year students' writing skills in descriptive text at SMPN 2 Lembang.

In this research, the researcher used pre-experimental. There were two variables, they were independent variable the use of grammar translation method and the dependent variable the students' writing skills. It was conducted at SMPN 2 Lembang in VIII c class. The researcher took 15 respondents as the sample of this research. The researcher gave pre-test and post-test to the respondents to find out the students' achievement in writing descriptive text before and after teaching the students by using grammar translation method.

The result of the research showed that, the mean score of pre-test was 51.47 and the mean score of post-test was 81.40. While the t-test was greater than the t-table (14.99> 2.145). It showed that the H_o hypothesis is rejected and the H_I hypothesis is accepted. The conclusion is grammar translation method is effective to improve the second year students' writing skills in descriptive text at SMPN 2 Lembang.

Keywords: Grammar translation method, writing skills

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CHAPTER I

INTRODUCTION

1.1 Background

People as social being are in need of interaction from one to another in their daily lives. Interaction among people can be carry out by using language as device of communication. In communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal of having their intentions recognized by the interlocutors.[1] That is why we call language as the key of communication. There are so many languages that we have known as international language such as Dutch, Arabic, German, French, Chinese, Japanese, and English. Nevertheless, English has very special status in Indonesia among those languages.

English is presently recognized as the only one foreign language include as a compulsory subject in the school which should be taught for all students whether in elementary school, junior high school, senior high school as well as in university. There has also being a growing tendency in many big cities somewhere in this country to teach English beginning from the first grade of primary schools and even from kindergarden. In closer inspection, let's take a look at a clearer picture of how English is formally learnt at junior high school.

At junior high school, students are taught English star from the first class till the third class.The English teachers teach the students based on a curriculum that is given from the ministry of education they are KTPS or K13. The English teaching

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

will focus in four skills of English they are speaking, writing, listening, and reading. Commonly students learn English four hours in a week with diffrent topic of English, all those things are aimed in making students successfully to have a good ability in English.

SMPN 2 Lembang is one of junior high school which learn English as compulsory subject. In that school the students learn English four hours in a week, which means that two meetings in a week.The English teacher teaches English by using a text book that the school has provided, or sometimes using a media and take a material from internet. In every meeting the teacher gives different material and topic, the teacher only needs to explain some of the material and leave the students to do some exercises that has provided in the text book, commonly the students are devided into some groups or sit in pairs and do exercise together in the classroom.

As the matter of fact, the outcomes of teaching English language at SMPN 2 Lembang are still low although they have learned English language over one year. For example, some of the eight year students' of SMPN 2 lembang are still unable to write English well. The writer has conducted a survey and conclude that their skill in writing still low. When the writer gives them an owl picture and ask them to describe the picture in English, but most of them describe the picture with ungrammatical sentences, such as "this the owl live in the try", "there is a owl in me grandmother home",and "the owl have white furs". Those sentences prove that the eight year students' at SMPN 2 lembang are still low in English language especially in writing descriptive text.

Dawn Latta and Darren state that, Teaching writing is challenging; it may be one of the toughestjobs a teacher faces. If you're teaching in a middle school or a high school classroom, youknow the depth of the challenges that large classes, students whose first language is not English,and excessive absences—as well as the

challenges forteaching and learning anything. Too many teachers work in schools clogged with test-prepdemands and follow-the-script teaching expectations. It is not much of a surprise, then, ifsome teachers try to avoid writing instruction entirely while others adopt the latest "TeachWriting Quickly!" off-the-shelf product to make their lives a little easier. Effective teaching of writing takes time: time for practice, time to share writing, time tocomplete pieces of writing, and time to respond to and evaluate all of that writing. Manyteachers dread teaching writing precisely because it takes lots of time, in class and out. Inaddition, the kids may be tough to reach, the curriculum is demanding, and conventionalclass schedules are not particularly amenable to the teaching of writing. Your frustration isjustified. You could certainly choose a formulaic, by-the-numbers path to any writing that you require students to do.[2]

Realizing the existence of all the problems, there must be some efforts to carry out in order to increase the learning outcomes especially the students' writing skill in descriptive text. The writer has decided to carry out an effort to help them by trying out grammar translation method as her method in teaching writing skill. As Bowen points out that with grammar translation method, millions of people have successfully learnt foreign languages to a high degree of proficiency and in numerous cases, without any contact whatever with native speakers of the language.[3]In terms of the grammar translation method emphasizes that students should understand the grammar before producing the sentence of a text. In the other word, the students will be taught about grammar deductively. They will produce the sentence systematically and easier.

For all this, there is a dire need to carry out a study in order to improve the students' writing skills in descriptive text, which here will be called "Using Grammar Translation Method To Improve The Eight Year Students' Skills InWriting Descriptive Text At SMPN 2 LEMBANG Kab. Pinrang". The main purpose of this

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[2]Dawn Latta and Darren, *Strategies For Teaching Writing,*(USA: AcidFreePaper, 2013), p. 9.

[3]Kaharuddin Bahar, *The Communicative Grammar Translation Method,*(Yogyakarta:Trust Media, 2013)p.42.

investigation is to explain how effective this type of method able to increase the students' writng skills in descriptive text which can be used by the English teachers as a set of alternative English teaching method for writing skills.

1.2 Research Question

This study is going to be developed from the two proposed research questions, as follows:

" Is grammar translation method effective to improve the eight year students' skillsin writing descriptive text at SMPN 2 Lembang Kab. Pinrang? "

1.3 Objective of the Research

Based on the research questions previously set out, the objective of this research is aimed at finding out the following objectives:

" To find out the effectiveness of grammar translation method in improving theeight years students' skillsin writing descrptive text at SMPN 2 Lembang Kab. Pinrang."

1.4 Significance of the Research

The significance of the research is expected to be useful for:

1. For the students

This research will help the students in learning English, specially in writing skill and hopefully it can give positive effect for the students at SMPN 2 Lembang.

2. For the teacher

Finding of this research is expected to be very meaningful information for the teachers who teach English as a foreign language. Where in teaching English teachers

should be very creative in choosing a method for teaching, so that the students will not feel bored and saturate in the classroom.

3. For the researcher

It can become one of the references for those who wants to conduct a research that relevant as this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

Nowadays, we have seen many methods in teaching English. Whether it is an old method or a new method where teachers use it in the classroom. There are some methods that we have known such as total physical responce, sugesstopedia method, silent way method, direct method, grammar translation method, communicative language learning, communicative language teaching, ect. All of them are used in teaching English in order to make the students feel comfortable and easier in learning English.

2.1.1 Grammar Translation Method

Students' reading, writing, and translation skills are mainly trained in learning texts which are commonly given separately from listening and speaking. The activities are devided into three steps as illustrated in the figure of communicative grammar translation method framework :

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┌─────────────────────────────────────┐
│  1.  Structural Procedures          │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  a.  Grammar presentation           │
│  b.  Vocabulary presentation within │
│      the texts                      │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  2. Transitional Procdures          │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  a.  Translation Correction         │
│  b.  Pronunciation Drill            │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  3. Communicative Prosedures        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  a.  Controlled Communicative       │
│      Activities[1]                  │
└─────────────────────────────────────┘
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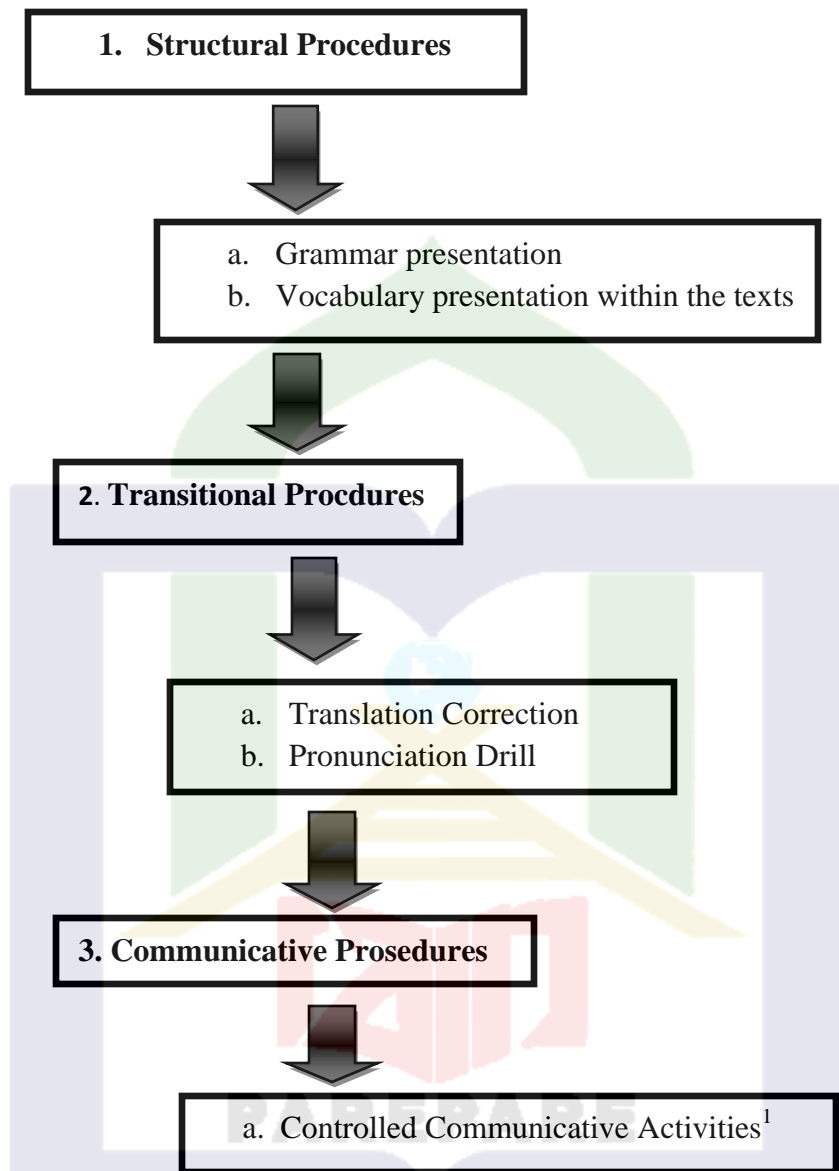
In the framework above all the procedures are about communicative grammar translation method, but in this research the researcher will focus in using grammar translation method to improve the students' writing skills in descriptive text, where the researcher adopt this method from communicative grammar translation method.

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[4]Kaharuddin Bahar, *The Communicative Grammar Translation Method*, p. 59.

Seeing the procedures above the researcher will take two procedures, they are structural procedures and transitional procedures. Both of them are the specific procedure of grammar translation method and it will be focus in writing skills.

The grammar translation method is a <u>method of teaching foreign languages</u> derived from the classical (sometimes called traditional) method of teaching <u>Greek</u> and <u>Latin</u>. In grammar-translation classes, students learn <u>grammatical rules</u> and then apply those rules by <u>translating</u> sentences between the target language and the native language. Advanced students may be required to translate whole texts <u>word-for-word</u>.[5] The grammar-translation method of teaching dates back to the 1500s when it was widely used for teaching latin. Nowadays, the grammar-translation method of teaching English is not widely adopted, although hybrid forms of the method can be found in some places. According to Jack Richards and Theodore Rogers in their 2001 book, *Approaches and Methods in Language Teaching*, this method is still used in some countries but has been rejected by a number of educational scholars. During the 18th and 19th centuries in Europe, it was believed that the body and mind were separate and that teaching modern languages was not useful to the development mental discipline and therefore was not taught in schools. When modern languages did start to be taught in schools they used the same grammar-translation method as what was used for teaching Latin.[6] On the other side of it, grammar translation method is judged as the child nobody loves and it has been considered as out of date method. Furthermore this method is usually conduted into the students' native language where

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[5] Theodore Rodgers, *Approaches and Method in Language Teaching,* (USA:Cambrigdge University Press, 1993), p.3

[6] Theodore Rodgers, *Approaches and Method in Language Teaching*, p.6

the students' will learn about a grammar then they will have an exercise with some vocabularies and the student will translate the sentences to the target language.

Brown states that this method is still common in many countries-even populer due to the following reasons:

1. Grammar rules and translation tests are easy to construct and can be objectively scored.

2. Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translation and any other written exercise.[7]

2.1.1.2 The Procedure of Grammar Translation Method

Every single method has strategy in teaching. The implementation of a method should have a stratgy. Method and strategy are inseparable. To make the students able to communicate in spoken and written in target language (English), the teacher must be able to apply the fusion of the method that they have choosen and it helps with good strategy implementation in the classroom. So that, the students will be happy, pleasant, and not bored in learning process. For short let's take a look the strategy of grammar translation method (GTM) :

The first step is called structural prosedure, the teachers give the students certain information of language knowledge by focusing on one particular grammar item e.g. The next, the teachers provide a text with a list of new vocabularies of a certain topic in the students' native language to be translated into the target language. The sentence structures in the text are primarily focused on the application of the grammar rule and then students have to write their translation.

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[7]Kaharuddin Bahar, *The Communicative Grammar Translation Method,* p.42.

The second step is called traditional procedure, in this part the teachers will provide the correct translation to show it to the students and let the students check theirs whether they have correctly translated the text then the students can give question related to the incorrect sentences they have.

In the last step, the teacher must keep on guiding the students to have communication in the context related to the text and to help them to solve some problems in key word, sentences and understanding of content they displayed in the previous two steps.[8]

2.1.1.3 Grammar Translation Method in Teaching Writing Descriptive Text

Teacher uses the students' native language as a medium of instruction in the classroom. Grammar rules are explained based on the existing grammar from the texts and presented deductively. The explanation of grammar normally provided the rules of assembling words into sentences. In order to examine the students' achievement in the lesson, tedious translation and grammar drills would be used. Sentences would be deconstructed and translate. Eventually, entire texts would be translated from the target language into the native language and test would be often ask students to replicate classical texts in the target language. When all the explanation of the grammar rules and all the exercises have done to explain, the teacher gives a specific picture to every students in the classroom and let them describe the picture, the grammar rules that they have learned before will make them easier in describing the picture. Very little attention is placed on pronunciation or any communicative aspects of the language. In GTM writing andreading are the major focus. Vocabulary selection is based solely on the reading texts used, dictionary study

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[8]Kaharuddin, *The Communicative Grammar Translation Method,* p.59.

and memorization. In addition, accuracy is emphasized. Students are expected to attain high standards in translation. On the basis of the information Prator and Celce-Murcia formulate the main features of the grammar translation method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.

2. Much vocabulary is taught inthe formof lists of isolatedwords.

3. Long elaborate explanations of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

5. Reading of difficult classical texts is begun early.

6. Little attention is paid to the content of text,which are treated as exercises in in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.[9]

All the characteristics above give clear explanation that language teaching is taught with mother tongue. The vocabularies are provided, then give some explanation about grammar rule deductively, next the students will translate sentences from mother tongue to the target language, and then the students are recomended to memorize all the vocabularies where the pronunciation is not really emphasized. For short let's take a look to the table below:

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[9]Kaharuddin Bahar, *The Communicative Grammar Translation Method*, p. 54.

Table 2.1: The goal of grammar translation method

Number	The Goal Of Grammar Translation Method
1.	To be able to read classical texts
2.	To promote language accuracy in writing
3.	To memorize rules and vocabularies
4.	To develop mental discipline and intellectual capacity

Source: The Communicative Grammar Translation Method[10]

2.1.2 Writing Descriptive Text

2.1.2.1 Writing

Writing really started in long ago, it has remainded for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[11]

Writing is a medium of human communication that represents language through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and

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[10]Kaharuddin Bahar, *The Communicative Grammar Translation Method*, p. 54.

[11]Jeremy Harmer, *How to Teach Writing,*(England: Pearson Education Limited, 2004), p.3.

diary. Writing has been instrumental in keeping <u>history</u>, dissemination of knowledge through the <u>media</u> and the formation of <u>legal systems</u>.[12]

There are several defenitions of writing, as follows:

1. Writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[13]

2. Pincas states that writing is "a way of communicating a message to a reader for purpose. The purpose of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and create a literary work".[14]

3. The term of ability is defined as skill or power. Concisely, writing ability is skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.[15]

4. Byrne defines that writing is graphic symbol: that is letter or combination of letters which related to the we make when we speak. The symbol have to be arranged to form sentence in a paper.[16]

Based on definitions above, the researcher concludes that writing is the act of a person to express their mind into some words, then be a sentence, and a paragraph where it can be a novel, short story, etc.

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[12]Alice Oshima, *Introduction to Academic Writing,* (London: Pearson Press, 1997), p.15

[13]Caroline T.Linse, *Practical English Language Teaching* : *Young Learner* (NY: Mc Graw Hill, 2006), p.98.

[14]Pincas, *Teaching English Writing, Essential language Teaching Series, (*London: The Macmilan Publisher, Ltd, 1998), p.56.

[15]Morris, Ruppert, Smith Hurried. *Business Writing,*(Orien Business Book, Great Britian Class, Ltd 1999),p.22.

[16]Donn Bryne, *Teaching Writing skills,*(London: Longman Group Ltd, 1900), p.1.

2.1.2.2 Components of Writing

The are four main components of writing. They are content, organization, style, and mechanic.

1. Content

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. Here are at least things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signal given the reader to guide in understanding the topic fully.

2. Organization

The pricess of organization material in writing involves coherence order to importance, general to specific, specific to general, chronological order and spatial order pettern.

3. Style

Style is the ability to write in appropriate manner for a particular purpose with a particular audience in mind or the ability to select the appropriate register among the various kinds of register such as colloqualism, slang, jargon, archaid words, legal language, standard English, business English, etc. for particular readers. This skill includes the ability to select, organize and order relevant information.

4. Mechanics

Mechanics of a writing deals with the capitalization, spelling and punctuation. It also deals with paragraph, hand writing illegible and meaning conveyed.

2.1.2.3 The Types of Writing

According to Wishon and Burks, There are four types of writing: narration, description, exposition, and argumentation:

2.1.2.3.1 Narration;Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tell what happened according to natural time sequence. Types of narration include novels and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

Example:

The Mouse And The Frog

Once, there was a mouse which made of close friendship with a frog. One day, the frog said to the mouse; "Let's bind ourselves together with a string so that we may never get separated". The mouse agreed. Both tied themselves together leg to leg. It went quite well on land. When they came to a small pool, it was a tragic for the mouse. In the end, the frog kept swimming across the small pool dragging the mouse with him. Soon, the mouse drowned and floated on the surface of the pool.

2.1.2.3.2 Description; Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It is used to create visual image of people, places, even of units of time-days, time of day, or seasons. It may be used also to describe more than out ward appearance of people. It may tell about their traits of character of personality.

Example:

The Monas National Monument

The Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a

117.7 mobelisk on a 45m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

2.1.2.3.3 Exposition; Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part form narrative, it stands alone as an essay. Used alone or with narrative, exposition may be develoved in a number of ways.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This is an example of expository writing because it is explaining. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

2.1.2.3.4Persuation; persuation writing tries to bring other people around to your point of view. The main purpose is to persuade. It is contains the opinions and biases of the writer, to convince others to agree with the writer's point of view, it is often used in edvertisements, political essay, brochures, etc.

Example:

Healthy Lunches

Children should eat healthy lunches in school every day.Firstly, children need to drink milk to make their teeth and bones strong. Some schools provide milk for children and this is an excellent idea.Secondly, children need to eat fruit and vegetables every day to keep them healthy. Some children do not eat fruit or vegetables and they get sick more often. Sweets and fizzy drinks should be banned from schools because they rot your teeth. Finally, if all schools have a rule about healthy lunches children will grow strong and healthy.[17]

From all the types of writing above, the researcher will focus in descriptive text. The researcher will see the students' achievement in writing descriptive text after using grammar translation method in teaching English.

2.1.2.4 The Characteristic of Good Writing

There are some characteristics of good writing as Adelstein and pival stated as follows:

1. Good writing reflects the writers' ability to organize the material into a coherent whole, so that it moves logically from a central, dominant idea, to the supporting points and finally to a consisted ending and then conveying to the reader and sense of a well thought out plan.

2. Good writing reflects the writers' ability to write clearly and unambigously, to use structure, language and example so that one possible meaning as the writers' intended.

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[17]George E.Wishon, *Let's Write English*(New York: Litton Educational Publishing, 1980), p. 377-383.

3. Good writing reflects the writers' ability to criticize the first draftand then revise it. Revision is the key of effective writing.

Good writing is the result of many practice and hard work. This fact should encourage you: it means that the ability to write well is not a gift that some people are born with, not a privilege extended to only a few. If you are willing to work, you can improve your writing.[18]

2.1.2.5 Descriptive Text

Descriptive text is a text which lists the characteristics of something or someone and description is a mode of expository writing which is relied upon in other expository modes, we sometimes find difficulty in imagining a purely descriptive essay. Descriptiondeals with perceptions—most commonly visualperceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.[19]Descriptive text shows through carefull observation, how a thing is done (a place, a person, an animal) highligh thing the features, qualities, distinctive aspects, in order to furnish a clear and complete conception.

Bachtiar bima states that descriptive text is a text which says what a person or a thing is like. The purpose is to describe and reveal a paticular person, place,or thing. Descriptie text stretch out many information about certain people, things, and place clearly and detail.[20]

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[18]Adelstein, M.E. Pival, J.G. *The Writing commitment,*(USA:Company, 1997), p. 21.

[19]Kane Thomas, *The Oxford Essensial Guide to Writing,*(Cambridge:University Press), p.7.

[20]Bima Bachtiar, *Let's Talk,*(Bandung: Pakar Raya, 2005), p.15.

On the other hand, it also describes about the sense of impression such as feel, sound, taste and smell. Emotion may be described like feeling happiness, fear, loneliness, gloom and joy. Description also helps the readers understand the text through their imagination and visualize a scene of a person, or to understand a sensation or emotion.

Each genre is characterized by a distinctive schematic structure, that is by a beginning, middle andend structure through which the social function. Descriptive text is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Students analyze an example of a formal letter complaint, look at structure, set phrase, formality, and purpose. They identify the elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reorts, recount, description, hortatory exposition, explanation, reviews, narrative, and spoof.[21]

2.1.2.5.1 The Characteristic of Descriptive Text

There are some characteristic of descriptive text that we need to know, they are:

1. There are some focus of descriptive text, such as describe people, place, animal, plant, and things.

2. Using simple present tense.

3. In the text title use the detail noun phrase such as the explain about phone, hence the title of which is use not only mobile phones, but use the title for example samsung galaxy E5 SM-E500F.

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[21]Jenni Homan, *English For Social Purpose,*(Sydney: Macquarie University, 1992), p.2.

4. Having an adjective as a noun explanations.

5. The written explanation from general to specific.

For more clear, lets take a look of the example below:

My Mother

Identification: Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now.

Description: My mother name's is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat, and she is old. She has got short white straight hair. She has got brown skin, she is beautiful, her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always gives me some good solutions when I have some problems. The importance of her is never denied. That is why I love her so much.[22]

2.1.2.5.2 The Criteria for Good Descriptive

The key to write a good descriptive text is to use details that help the readers imagine the person that the students are describing. So, when the students describe what a person look like, the students write about physical characteristics such us height, weight, and hair color. There are two keys to write a good description. The first key is to use space order and the second key is to use specific detail. In space order, students might describe something from top to use bottom or from left to right.

For example, when they describe a person, they could star with the person feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and write about each part of the room in order,

_____

[22]Allen Goose, *Kinds of Writing*, p.53

moving from the left side of the room around to the right side, and ending at the doorway again.

The second key is to use specific details. When the students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader able to see what they are describing.[23]

2.1.2.5.3 The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speaker in academic and professional contexts. The structure of descriptif text follows some particular stages, the beginning, middle, and last far the text. Each text has its own generic structure.

Table 2.2: The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	➢ It is a statement or a short paragraph that identifies the object that is going to be describe. ➢ It is usually interesting and able to provoke the readers to be eager to read the text.
Description	➢ It may consist of one of several pharagraphs. This part is used to give sufficient description about the object as mentioned in the identification part. ➢ The description of the object can be done according to different angles, such as size, lenght, strength, colour height, condition of the location,weather, qualities, shape, etc.

Source: Otong Setyawan Jauhari, 2007:24-25

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[23]Karend Blanchard and Christina Root, *Ready To Write,* (Logman: Pearson Education, 2003), p.70.

2. 2 The Previous Research Findings

In this chapter the researcher will find out some related literature of methods and strategies in teaching writing skill and to find out result research that can be a good information for this research.

There are some researchers have conducted a research which they use grammar translation method as their method. Here they are :

In 2013, Ishraq M. Aqel conducted research to find out the positive effect of using Grammar-Translation method in English as a foreign language acquisition by female students. This research concluded that female students who were taught by using Grammar-Translation method got progressed notably in grammar in which they achieved greater self confidence. This study recommends that further future research be conducted in this area to overcome problems with second language acquisition especially in grammar.[24]

*In 2009, Moh. Ilhami Hakim conducted research to find out*the significant effect of the experimental group by using team gametournament with grammar translation method (GTM) while the control group was not taughtby using team game tournament with grammar translation method (GTM). Team Game Tournamen (TGT) is a technique in forming a small group in order to make tournament, doing a test. The results of the study showed that pretest is lower than the posttest, which means that there was an increase in the experimental class than the control class.[25]

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[24]Ishraq M Aqel, *The Effect Of Using Grammar Translation Method On Acquiring English As a Foreign Language*, (Asian Journal of Education Research, 2013),Accessed on 10 October 2015

[25]*Moh. Ilhami Hakim, Grammar Translation Method Through Team Game Tournament To Improve Students Reading Skills,* (Asian Journal of Education Research, 2009), Accessed on 10October 2015

In 2008, Milla Aeniya Zahrah conducted research to find out the effectiveness of using grammar translation method in improving students' reading ability. Where the result of the research was effective to improve the students' reading ability.[26]

In 2014, Masnah conducted research to find out wheather the implementation of grammar translation method effective to develop the second year students' writing skills at SMAN 6 Pinrang. Based on the data, the researcher conluded that the implementation of grammar translation method effective to develop the second year students' writing skills at SMAN 6 Pinrang.[27]

The finding above indicate that there are many reseachers have conducted their research by using grammar translation method but the focus are different. First, In Ishraq research focus on aquiring as foreign language by female students. Second, Moh.Ilham research also use grammar translation method but the focus of his research about making team game tournament to improve the students' reading skill. Third, Milla the focus of her research is teaching reading. And the last, Masna in her research focus is teaching writing in simple present tense by using grammar translation method.

In this case, the researcher will conduct her research by using grammar translation method but different with other, this research will focus on basic grammar rules and descriptive text. The researher hopes this research able to improve the students' writing skills especially in descriptive text.

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[26]Milla Aeniya Zahrah, *Teaching Reading Using Grammar Translation Method at The Second Grade Students of SMPN 4 Kota Baru Kabupaten Karawang,* (Asian Journal of Education Research, 2008),Accessed 6 October 2015

[27]Masnah, *The Effect Of Implementing Grammar Translation Method On The Development Of Writing Skills For The Second Year Students At SMA Negeri 6 Pinrang*, (Thesis:Tarbiyah Department: Parepare, 2014), p .4.

2.3 Conceptual Framework


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         ┌─────────────────────────────────────┐
         │   The Students of SMPN 2 Lembang     │
         └─────────────────────────────────────┘
                           ↓
                  ┌──────────────────┐
                  │  Writing Skills  │
                  └──────────────────┘
                           ↓
   ┌─────────┐ ┌──────────────┐ ┌────────────┐ ┌──────────────┐ ┌──────────┐
   │ Content │ │ Organization │ │ Vocabulary │ │ Language use │ │ Mechanic │
   └─────────┘ └──────────────┘ └────────────┘ └──────────────┘ └──────────┘
                           ↓
                  ┌──────────────────┐
                  │ Teaching Writing │
                  └──────────────────┘
                           ↓
            ┌────────────────────────────────┐
            │  Grammar  Translation Method    │
            └────────────────────────────────┘
                           ↓
   ┌─────────────────────┐        ┌──────────────────────┐
   │ Structural Procedure│        │ Transitional Procedure│
   └─────────────────────┘        └──────────────────────┘
                           ↓
      ┌──────────────────────────────────────────────────┐
      │ Students' Achievement In Writing Descriptive text │
      └──────────────────────────────────────────────────┘
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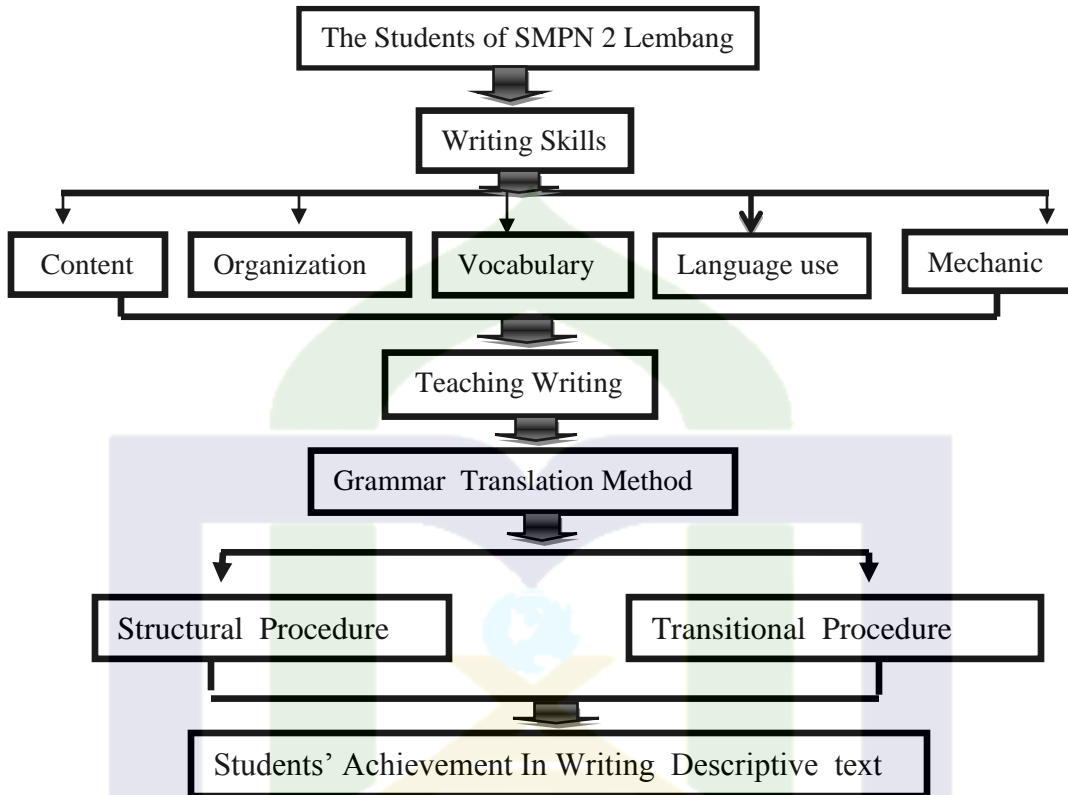
As we can see above, the researcher will do this research at SMPN 2 Lembang Kab. Pinrang, where the students of SMPN 2 Lembang will be the sample. The focus of this research is writing skills, and specificly in writing descriptive text. The researcher will teach the students by using grammar translation method, in grammar translation method there are two procedures they are structural procedure and transitional procedure. The last researcher will see the students' achievement in writing descriptive text after applying grammar translation method in her research.

2.4 Hypothesis

Based on review of the literature and the conceptual framework, the researcher formulates the following hypothesis:

1. The null hypothesis (H_0): The Finding of GTM is not effective in improving the eight year students' skills in writing descriptive text at SMPN 2 Lembang Kab. Pinrang.

2. The alternative hypothesis (H_1): The Finding of GTM is effective in improving the eight year students' skills in writing descriptive text at SMPN 2 Lembang Kab. Pinrang.

2.5 Variable and Operational Defenition

2.5.1 Variable

There are two variables involved in this researher namely dependent and independent variable:

1. Dependent variable is the students' writing skill.

2. Independent variable is the grammar translation method.

2.5.2 Operational Defenition of the Variable

1. Writing ability in descriptive text means a way to express the students' opinion, ideas and notion on the paper or whiteboard after applying grammar translation method.

2. The grammar translation method is a method that the researcher will be applied in the classroom to help students in writing descriptive text well.

CHAPTER III
RESEARCH METHOD

This part consist of seven sections, they are research design, the location and duration of the research, variable of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Design of the Research

The design of this research was pre-experimental design with pre-test and post-test design. It aim to know how to teach writing by using GTM to the eight year students of SMPN 2 Lembang Kab. Pinrang. This design presented as follow:

$$\boxed{\textbf{E : O1 \quad X \quad O2}}$$

Where:

E : Experimental class

O1 : Pre-test

O2 : Post-test

X : The treatment[28]

3.2 Location and Duration of the Research

The location of the research was taken place in SMPN 2 Lembang Kab. Pinrang by focusing to the eight year students on academic year 2015/2016.

3.3 Variable of the Research

There were two variables in this research, namely dependent variable and independent variable.

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[28]Gay, L R, *Educational Research: Competencies for Analysis and Application, second edition* (Colombus: Ohio Charles E.Meril Publishing,1981), p.225.

3.3.1 The dependent variable was the students' writing skill.

3.3.2 The independent variable was grammar translation method.

3.4 Population and Sample

3.4.1 Population

The population of this research was the eight year students of SMPN 2 Lembang Kab.Pinrang in academic year 2015/2016. The eight year students of SMPN 2 Lembang Kab. Pinrang consist of four classes. The total of the eight year students of SMPN 2 Lembang Kab.Pinrang were 100 students. The data is administrated in the following table:

Table 3.1: The distribution of the students each class

Number	Class	Total	
1	VIII A	26	
2	VIII B	26	
3	VIII C	25	
4	VIII D	23	
TOTAL		100	

Source: SMPN 2 Lembang

3.4.2 Sample

In this research the researcher took the sample from the eight year students of SMPN 2 Lembang kab. Pinrang. There were four classes, in this case the researcher used purposive random sampling technique. Where, the researcher used purposive sampling to chose VIII C as the sample of the research, because the eight year students of SMPN 2 Lembang have learned English over one year.

3.5 The Instrument of the Research

The instrument of this research was some pictures completed with the topic, where it was given to the students in pre-test and post-test to find out the students' achievement before and after treatment.

3.6 Procedure of Collecting Data

The data was collecting from the students' result of the test. The researcher took data from the students' way in writing through pre-test and post-test. Both of them were the way to find out information about students' achievement in writing before and after teaching the students through grammar translation method.

3.6.1 Pre-test

The researcher was given pre-test to the students without teach the students by using grammar translation method, the researcher gave the students a task without applying the activities about writing in descriptive text through grammar-translation method. It was applied to find out the students' ability in writing before giving treatment.

3.6.2 Post-test

The post-test was undertaken after the treatment in this research. The test was same as that done in the pre-test. It was aim to find out the students' writing ability after giving the treatment.

3.7 Treatment

After seeing the students' result in pre-test and the result is Fair. So, there must be some efforts to carry out in order to increase the learning outcomes especially the students' writing skill in descriptive text. The writer has decided to carry out an effort

to help them by trying out grammar translation method as her method in teaching writing skill. This treatment was given during 3 meetings, here are the treatments:

First Meeting

This first meeting on 29 April 2016. The class was started at 08.00 a.m. to 09.20 a.m. This activity ran for about 90 minutes. The researcher introduce the grammar lesson that will be discussed, it is about personal pronouns and article. Then the researcher teaches the students about it. After presenting the lesson, the researcher let the students to ask about the materials that they do not understand. In the practice and evaluation parts the researcher gives a task to the students, where it is a short story about My Pet completed with some vocabularies which it can help the student to do their task. The last, the researcher evaluate the students' writing.

Second Meeting

This second meeting on 3 May 2016. The class was started at 10.40 a.m. to 12.00 a.m. This activity ran for about 90 minutes.The researcher introducethe grammar lesson that will be discussed, it is about plural noun and possessive case. Then the researcher teaches the students about it. After presenting the lesson, the researcher let the students to ask about the materials that they do not understand. In the practice and evaluation parts the researcher gives a task to the students, where it is a short story about Birthday completed with some vocabularies which it can help the student to do their task. The last, the researcher evaluate the students' writing.

Third Meeting

This third meeting on 6 May 2016. The class was started at 08.00 a.m. to 09.20 a.m. This activity ran for about 90 minutes. The researcher introduce the grammar lesson that will be discussed, it is about simple present tense. Then the

researcher teaches the students about it. After presenting the lesson, the researcher let the students to ask about the materials that they do not understand. In the practice and evaluation parts the researcher gives a task to the students, where it is a short story about Homework completed with some vocabularies which it can help the student to do their task. The last, the researcher evaluate the students' writing.

3.8 Technique of Data Analysis

To eveluate the students' achievement in writing descriptive text, it views from the five components: content, organization, style and mechanics. It is illustrated in the table below:

Table 3.2 Scoring

Classification	Criteria	Score Level
Content	**Excellent to very good**: knowledge-substantive- etc.	30-27
	Good to averange: some knowledge of subject-adequate-etc.	26-22
	Fair to poor: limited knowledge of subject- little subtance- etc.	21-17
	Very poor: does not show knowledge of subject- non subtantive- etc.	16-13
Organization	**Excellent to very good**: fluent expression-ideas clearly stated- etc.	20-18
	Good to avarange: somewhat choppy-loosely organized but main ideas stand out- etc.	17-14
	Fair to poor: non-fluent-ideas confused or diconnected- etc.	13-10
	Very poor: does not communicate- no organization- etc.	9-7

The continuation of table3.2

Classification	Criteria	Score Level
Vocabulary	**Excellent to very good**: shopisticated range- effective word/idiom choice and usage- etc.	20-18
	Good to avarange: adequate range- occasional errors of word/idiom form, choice, usage, but meaning not odscured.	17-14
	Fair to poor: limited range- frequent errors of word/ idiom form, choice,usage, etc.	13-10
	Very poor: essentially translation- little knowledge of English vocabulary.	9-7
Language use	**Excellent to very good**: effective complex contraction- etc.	25-22
	Good to avarange: effective but simple contraction- etc.	21-19
	Fair to poor: major problem in simple/ complex contruction- etc.	11-18

The continuation of table3.2

Classification	Criteria	Score Level
	Very poor: virtually no mastery of sentence construcrtion rules-etc	10-5
Mechanic	**Excellent to very good**: demonstrate mastery of convention- etc.	5
	Good to avarange: occasional errors spelling, punctuation- etc	4
	Fair to poor: frequent errors of spelling, punctuation, capitalization- etc.	3
	Very poor: no mastery conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- etc.[29]	2

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[29]Heaton J B, *Writiing English Tests,*(USA: Longman Inc, 1975), p. 146.

3.8.1 Classifying the students' score into the following criteria:

Table 3.3 Classification students' score

Number	Classification	Score
1.	Excellent	86-100
2.	Good	61-85
3.	Fair	47-60
4.	Very Poor	0-46

Souce: Calculating scores
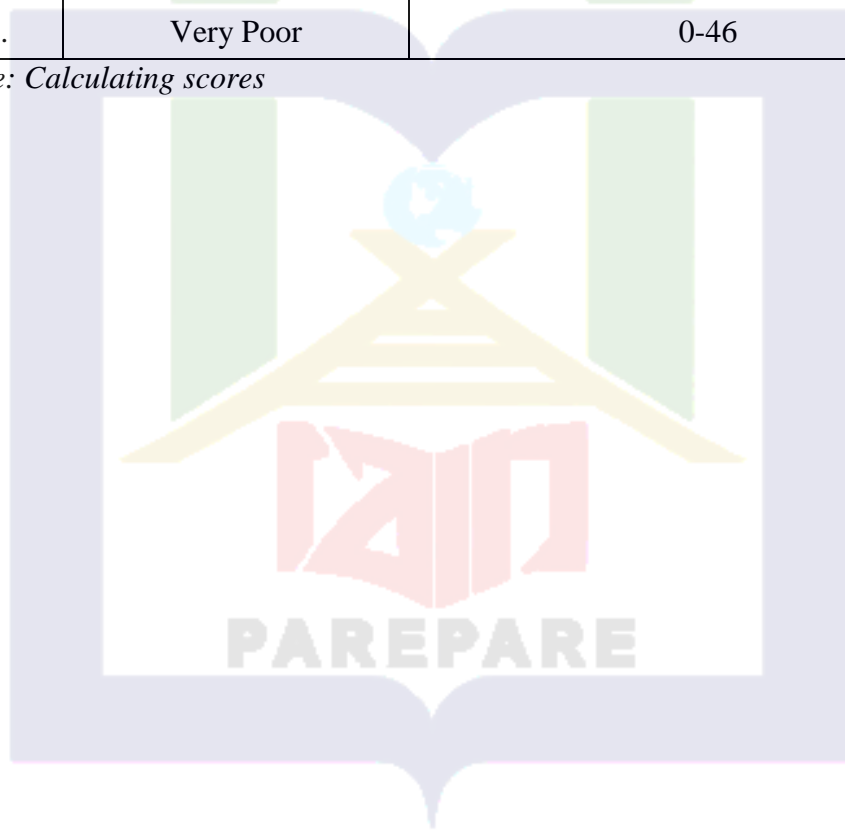
CHAPTER IV

FINDINGS AND DISSCUSSIONS

This chapter consists of findings and disscussions. The researcher analyzed the data consisting of the data result of the pre-test and the post-test of the research.

4.1 Findings

The finding of the research deal with the students' score of the pre-test and post-test, the frequency and percentage score of pre-test and post-test, the students' score in writing components, and the significance test of the students result in pre-test and post-test. The students' scores include the highest, the lowest, the mean, the median, and the mode.

4.1.1 The Students' Score In Writing Test

In this part, the researcher shows the students' score in writing test, whether it in pre-test or in post-test. The score is administrated in the following table :

Table 4.1.1.1 The Students' Score in Pre-Test and Post-Test

No	Category	Pre-Test	Post-Test
1	Highest	69	90
2	Lowest	34	70
3	Mean	51.47	81.40
4	Median	50	82
5	Mode	50	83

The table showed the students' score in pre-test and post-test, where the **highest** score of pre-test was 69 while the post-test was 90, the **lowest** score of pre-test was 34 while the post-test was 70, the **mean** score of pre-test was 51.47 while the

post-test was 81.40, the **median**scoreof the pre-test was 50 while the post-test was 82, and the **mode** score of the pre-test was 50 while the post-test was 83.

Table 4.1.1.2 The Frequency and The Percentage of The Students' Score in Pre-test and Post-test.

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	86-100	-	-	3	20
2	Very Good	71-85	-	-	11	73.34
3	Good	56-70	2	13	1	6.67
4	Fair	41-55	12	80	-	-
5	Very Poor	0-40	1	6.67	-	-

The table showed the frequency and the percentage of the students' score in pre-test and post-test. Where in the pre-test, there was not students got **excellent**and **very good**. On the other hand, in **good**classification there were 2 (13%) students out of 15 students got it, 12 (80%) out of the 15 students got **fair,** and 1 (6.67%) out of 15 students got **very poor.** While in post-tes, there were 3 (20%) out of 15 students got **excellent,** 11 (73.34%) out of 15 students got**verygood,**1(6.67%) out of 15 students got **good** and there were not students got in the fair and very poor classification.

After seeing both of the table above, we can see the different result of the students' testwhether it in pre-test or post-test. There were significant different between the result of the students' tests. The data is administrated in the table of the students' result in components of writing, as follows:

Table 4.1.1.3 The Students' Score in Content

No	Category	Content	
		Pre-test	Post-Test
1	Highest	25	26
2	Lowest	13	20
3	Mean	16.4	23.6
4	Median	16	24
5	Mode	15	22

The table showed the students score in content with variety of category. Where in pre-test the highest score was 25, the lowest score was 13, the mean score was 16.4, the median score was 16 and the mode was 15. While in post-test the highest score was 26, the lowest score was 20, the mean score was 23.6, the median score was 24, and the mode was 22.

The next calculation is the rate percentage score of writing content, as follows;

Table 4.1.1.3.1 Percentage Score of Students' in Content

No	Classification	Score	Content			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	27-30	-	-	-	-
2	Good	22-26	1	6.67	14	93.33
3	Fair	17-21	6	40	1	6.67
4	Very poor	13-16	8	53.33	-	-

The table showed the frequency and the percentage of the students score in content. In pre-test, there was not students got **excellent,** 1 (6.67%) student got in **good** classification, 6 (40%) students got **fair** and 8 (53.33%) students got **very poor**. While in post-test, there was not students got in **excellent**, 14 (93.33%) students got **good**, 1 (6.67%) student got fair, and there was not student got in **very poor** classification.

Table 4.1.1.4 The Students' Score in Organization

No	Category	Organization	
		Pre-test	**Post-Test**
1	Highest	16	19
2	Lowest	7	14
3	Mean	11.6	16.4
4	Median	12	17
5	Mode	10	17

The table showed the students score in organization with variety of category. Where in pre-test the highest score was 16, the lowest score was 7, the mean score was 11.6, the median score was 12 and the mode was 10. While in post-test the highest score was 19, the lowest score was 14, the mean score was 16.4, the median score was 17, and the mode was 17.

The next calculation is the rate percentage score of writing organization, as follows:

Table 4.1.1.4.1 Percentage Score of Students' in Organization

No	Classification	Score	Organization	
			Pre-test	**Post-test**

			F	%	F	%
1	Excellent	18-20	-	-	3	20
2	Good	14-17	1	6.67	12	80
3	Fair	10-13	13	86.67	-	-
4	Very poor	7-9	1	6.67	-	-

The table showed the students' percentage in organization, in pre-test there was not student got in **excellent**, 1 (6.67%) in **good**, 13 (86.67%) in **fair**, and 1(6.67%) in **very poor**. While in post-test 3 (20%) students got **excellent**, 12 (80%) students got **good**, and there was not student got in **fair** and **very poor**.

Table 4.1.1.5 The Students' Score in Vocabulary

No		Category	Vocabulary	
			Pre-test	**Post-Test**
1		Highest	16	20
2		Lowest	7	14
3		Mean	10.67	17.34
4		Median	10	17
5		Mode	10	17

The table showed the students score in vocabulary with variety of category. Where in pre-test the highest score was 16, the lowest score was 7, the mean score was 10.67, the median score was 10 and the mode was 10. While in post-test the highest score was 20, the lowest score was 14, the mean score was 17.34, the median score was 17, and the mode was 17.The next calculation is the rate percentage score of students' writing in vocabulary, as follows;

Table 4.1.1.5.1 Rate percentage Score of Students' in Vocabulary

No	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	18-20	-	-	6	40
2	Good	14-17	1	6.67	9	60
3	Fair	10-13	13	86.67	-	-
4	Very poor	7-9	1	6.67	-	-

The table showed the students' percentage score invocabulary, in pre-test there was not student got in **excellent**, 1 (6.67%) student got **good**, 13 (86.67%) students got **fair**, and 1 (6.67%) student got **very poor**. While in post-test, there were 6 (40%) students got **excellent**, 9 (60%) students got **good**, and there was not students got **fair** and **very poor**.

Table 4.1.1.6 The Students' Score in Writing Language use

No	Category	Language use	
		Pre-test	Post-Test
1	Highest	16	23
2	Lowest	13	18
3	Mean	10.54	20.4
4	Median	10	20
5	Mode	10	21

The table showed the students score in writing language use with variety of category. Where in pre-test the highest score was 16, the lowest score was 13, the mean score was 10.54, the median score was 10 and the mode was 10. While in post-

test the highest score was 23, the lowest score was 18, the mean score was 20.4, the median score was 20, and the mode was 21.

The next calculation is the rate percentage score of writing language use, as follows;

Table 4.1.1.6.1 Percentage Score of Students' Writing in Language use

No	Classification	Score	Language use			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	22-25	-	-	3	20
2	Good	19-21	-	-	9	60
3	Fair	11-18	5	33.33	3	20
4	Very poor	5-10	10	66.67	-	-

The table showed the students' percentage in language use, in pre-test there was not student got excellent and good, 5 (33.33%) students got **fair**, and 10 (66.67%) students got **very poor**. While in post-test 3 (20%) students got **excellent**, 9 (60%) students got **good**, 3 (20%) students got **fair**, and there was not student got **very poor**.

Table 4.1.1.7 The Students' Score in Mechanic

No	Category	Mechanic	
		Pre-test	Post-Test
1	Highest	3	5
2	Lowest	2	3
3	Mean	2.47	3.74
4	Median	2	4

| 5 | Mode | 2 | 4 |

The table showed the students score in writing mechanic with variety of category. Where in pre-test the highest score was 3, the lowest score was 2, the mean score was 2.47, the median score was 2 and the mode was 2. While in post-test the highest score was 5, the lowest score was 3, the mean score was 3.74, the median score was 4, and the mode was 4.

The next calculation is the rate percentage score of students' writing mechanic, as follows:

Table 4.1.1.7.1 Percentage Score of Students' Writing in Mechanic

No	Classification	Score	Mechanic			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	5	-	-	2	13.33
2	Good	4	-	-	7	46.67
3	Fair	3	7	46.67	6	40
4	Very poor	2	8	53.33	-	-

The table showed The students' percentage score in mechanic, in pre-test there was not students got **excellent** and **good**, 7 (46.67%) students got **fair,** and 8 (53.33%) students got **very poor**. While in post-test there were 2 (13.33%) students got e**xcellent**, 7 (46.67%) students got **good**, 6 (40%) students got **fair**, and there was not students got **very poor**.

4.1.2 The Significance Test

In order to see whether the final result has significant different, the researcher will show the mean score, the standard deviation, the result of T-test and T-table, and

the significant score of the students' writing in components. The data is administrated in the following table:

Table 4.1.2.1 The Mean score and standard deviation of the students' pre-test and post-test.

No	The Test	Mean Score	Standard Deviation
1	Pre-test	51.47	5.166
2	Post-test	81.40	7.643

The table showed the different of the mean score and standard deviation from the pre-test and the post-test. where the mean score of pre-test was 51.47 and the mean score of post-test was 81.40. While in pre-test the standard deviation was 5.166 and in post-test the standard deviation was 7.643. Those are the different score of the mean score and the standard deviation.

Table 4.1.2.2 The Result of T-test and T-table

No	N	Level of Significant	T-test	T-table
1	15	0.05	14.99	2.145

The table showed the different result of T-test and T-table, where the level significance (p=0.05) and the degree of freedom (df) was found, as follow:

df = N-1

df = 15-1

df = 14

The result shows that, the t-test was 14.99 and the t-table was 2.145. it means that the t-test was greater than the t-table (14.99> 2.145). it has been clear that the H_o is rejected and the H_1 is accepted.

4.2 Discussion

The finding of this study showed that grammar translation method is effective to improve the eight year students' writing skills in descriptive text at SMPN 2 Lembang Kab. Pinrang. The students' improvement in writing was gained through the process of grammar translation method and the researcher's guidance during the writing process.

The data of the significant test showed that, the T-test was 14.99 and the T-table was 2.145, it means that the T-test was greater than the T-table (14.99> 2.145). Another data that able to show the different result of the students' writing skills was the data of the mean score of the students' result in pre-test and post-test. The mean score in pre-test was 51.47 while in post-test was 81.40. Meanwhile, the frequency and the percentage of the students' score in pre-test and post-test showed that in pre-test there was not students got in excellent and very good classification, and there was 12 (80%) students got in fair classification, while in post-test showed that there was 3 (20%) students got excellent, 11 (73.34%) stdents got very good and there was not students got fair and very poor.

The result of this study demonstrates that grammar translation method can be a good medium in teaching writing skills. Where teaching the students by using mother tongue and translation can help the students in learning process. This is supported by Alan duff who stated that translation help us understand better the influence of the one language on the other, and correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures). On the other hand Deller and Rinvolucri stated that language users start resorting to their translation

skills from the very beginning of any learning/acquiring language process even regarding their mother tongue.

Another argument from David atkinson, he said that the role of the activities based on translation can help in fluency development. For him, the use of L1 can help the students to benefit from the activities which, at the other times, the L2 should be used. Every time, the learners want to communicate, the mother tongue often determines what the learners want to say, and this must encourage them to speak in the target language.[30]

Moreover, Brown proposed that there are two major reasons why grammar translation method able to improve writing ability. First, related the pedagogical process (practical reason) and the assessment process (procedural reason). From the pedagogical process point of view, the method is still considered to be effective used for teaching owing to three reasons, they are:

1. It is the easiest and the shortest way of explaning meaning of words and phrases.
2. This method requires few specialized skills on the part of teachers.
3. Learners have a few difficulties to understand the lesson since the medium of instruction is the students' mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure of a second or foreign language being learnt.

From the assessment process point of view that this method is still common in many countries, even popular due to the following reasons:

1. Grammar rules and translation tests are easy to construct and can be objectively scored.

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[30]Kaharuddin Bahar, *The Communicative Grammar Translation Method*, p. 47

2. Many standardized tests of foreign languages still do not attempt to test communicative abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.

In addition, Bowen points out that with grammar translation method, millions of people have successfully learnt foreign languages to a high degree of proficiency andin numerous cases, without any contact whatever with native speakers of the language.[31]

One of the previous research also give proof that the grammar translation method has given a good contribution in order to improve the students writing skills. It was in 2014, Masnah conducted research to find out wheather the implementation of grammar translation method effective to develop the second year students' writing skills at SMAN 6 Pinrang. Based on the data, the researcher conluded that the implementation of grammar translation method effective to develop the second year students' writing skills at SMAN 6 Pinrang.[32]

From all the explanation above, the researcher concludes that grammar translation method has really important role in teaching English language to the students where it supported by many theories and some others researcher who had proof it. For short, the researcher concludes that the H_o hypothesis is rejected and the H_I hypothesis is accepted.

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[31]Kaharuddin Bahar, *The Communicative Grammar Translation Method*, p. 41

[32]Masnah, *The Effect Of Implementing Grammar Translation Method On The Development Of Writing Skills For The Second Year Students At SMA Negeri 6 Pinrang*, (Thesis:Tarbiyah Department: Parepare, 2014), p .4.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research finding as the answer and solution of the research question. Some suggestions are given to the future research and other researchers who are probably get interested in investigating the same topic in different aspect of this study.

5.1 Conclusion

Based on the data that has been found, the researcher concludes that, grammar translation method is effective in improving the eight year students' skills in writingdescriptive text at SMPN 2 Lembang Kab. Pinrang. Where the significance test showed that the t-test was greater than the t-table (14.99> 2.145). It means that the H_o hypothesis is rejected and the H_1 hypothesis is accepted.

5.2 Suggestion

Based on the result of the data analysis and conclusion, the researcher put the following suggestions for:

1. The English teacher, generally are suppossed to apply some methods in teaching English which is suitable to the students' condition so that the students are not feeling bored in the classroom.
2. The other researcher, the provided information of this study can be valuable contribution to other researchers who interest in investigating writing skills in a different aspect from this research.
3. The students, should be diligent to practice with the other students and open dictionary if they find any difficulties. Beside that the students should enrich themselves with many vocabularies, grammar rules, and tenses, so they will easier in writing a text.

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APPENDICES

Appendix I

The Students' Score In Pre-test And Post-test

The Students' Result in Pre-Test

No	Respondent	The Students' Score					Total	Classification
		C	O	V	LU	M		
1	R01	15	10	10	10	3	48	Fair
2	R02	17	12	10	10	3	52	Fair
3	R03	13	7	7	5	2	34	Very poor
4	R04	17	10	10	11	3	51	Fair
5	R05	25	16	16	12	3	69	Good
6	R06	13	13	10	10	3	49	Fair
7	R07	18	13	12	16	3	62	Good
8	R08	19	13	10	11	2	55	Fair
9	R09	18	12	12	10	3	55	Fair
10	R10	15	10	11	10	2	48	Fair
11	R11	18	10	10	10	2	50	Fair
12	R12	16	12	10	10	2	50	Fair
13	R13	14	12	12	13	2	53	Fair
14	R14	15	13	10	10	2	50	Fair
15	R15	13	11	10	10	2	46	Very Poor
Total ∑X		246	174	160	158	37	772	-
X		16.4	11.6	10.66	10.53	2.46	51.46	Fair

Note: C = Content

O = Organizaion

V = Vocabulary

LU = Language use

M = Mechanic

The Students' Result in Post-Test

No	Respondent	The Students' Score					Total	Classification
		C	O	V	LU	M		
1	R01	22	15	17	18	4	75	Good
2	R02	22	14	18	21	4	79	Good
3	R03	22	17	19	21	4	83	Good
4	R04	23	16	17	20	4	80	Good
5	R05	26	16	17	21	4	84	Good
6	R06	20	14	14	18	4	70	Good
7	R07	22	17	15	19	4	77	Good
8	R08	26	17	17	20	5	85	Good
9	R09	25	18	18	20	5	86	Excellent
10	R10	24	15	16	23	3	81	Good
11	R11	24	15	18	18	3	78	Good
12	R12	25	17	17	21	3	83	Good
13	R13	23	19	20	23	3	88	Excellent
14	R14	25	17	17	20	3	82	Good
15	R15	25	19	20	23	3	90	Excellent
Total $\sum X$		354	246	260	306	56	1221	-
	X	23,6	16,4	17,33	20,4	3,73	81,4	Good

Note: C = Content

O = Organizaion

V = Vocabulary

LU = Language use

M = Mechanic

The Total Score of Pre-test and Post-test

No	Respondent	Pre-test	Respondent	Post-test
1	R03	**34**	R06	**70**
2	R15	46	R01	75
3	R01	48	R07	77
4	R10	48	R11	78
5	R06	49	R02	79
6	R11	**50**	R04	80
7	R12	50	R10	81
8	R14	50	R14	**82**
9	R04	51	R03	**83**
10	R02	52	R12	83
11	R13	53	R05	84
12	R08	55	R08	85
13	R09	55	R09	86
14	R07	62	R13	88
15	R05	**69**	R15	**90**

Note:

Pre-test:

1. Highest   : 69

2. Lowest   : 34

3. Mean   : 51.47

4. Median   : 50

5. Mode   : 50

Post-test:

1. Highest   : 90

2. Lowest   : 70

3. Mean   : 81.40

4. Median   : 82

5. Mode   : 83

The total score of pre-test and post-test in quadrat

No	Respondent	Pre-test	Pre-test^2	Respondent	Post-test	Post-test^2
1	R01	48	2304	R01	75	5625
2	R02	52	2704	R02	79	6241
3	R03	34	1156	R03	83	6889
4	R04	51	2601	R04	80	6400
5	R05	69	4761	R05	84	7056
6	R06	49	2401	R06	70	4900
7	R07	62	3844	R07	77	5929
8	R08	55	3025	R08	85	7225
9	R09	55	3025	R09	86	7396
10	R10	48	2304	R10	81	6561
11	R11	50	2500	R11	78	6084
12	R12	50	2500	R12	83	6889
13	R13	53	2809	R13	88	7744
14	R14	50	2500	R14	82	6724
15	R15	46	2116	R15	90	8100
	Total	**772**	40.550	Total	**1221**	**99.763**

Appendix II

Significant Test
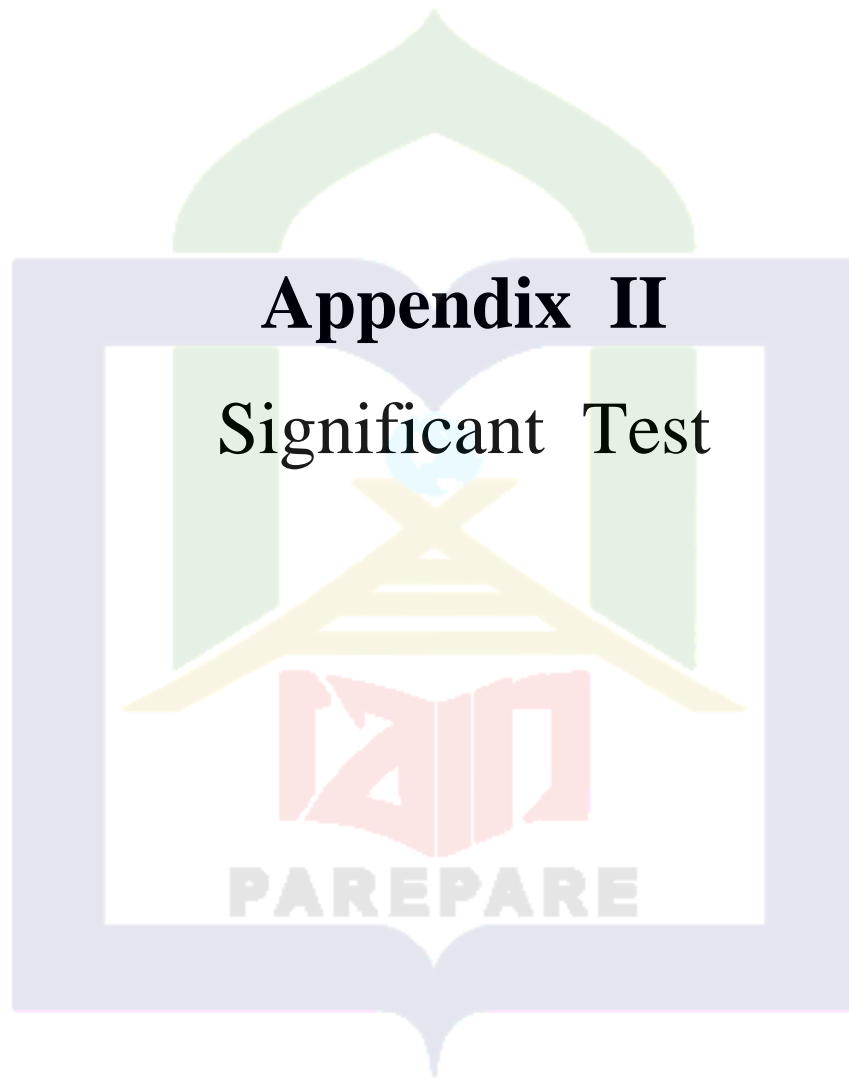
The Calculation of T-test

$$t = \frac{D^-}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{81.40}{\sqrt{\dfrac{6625.96 - \dfrac{(81.40)^2}{15}}{15\,(15-1)}}}$$
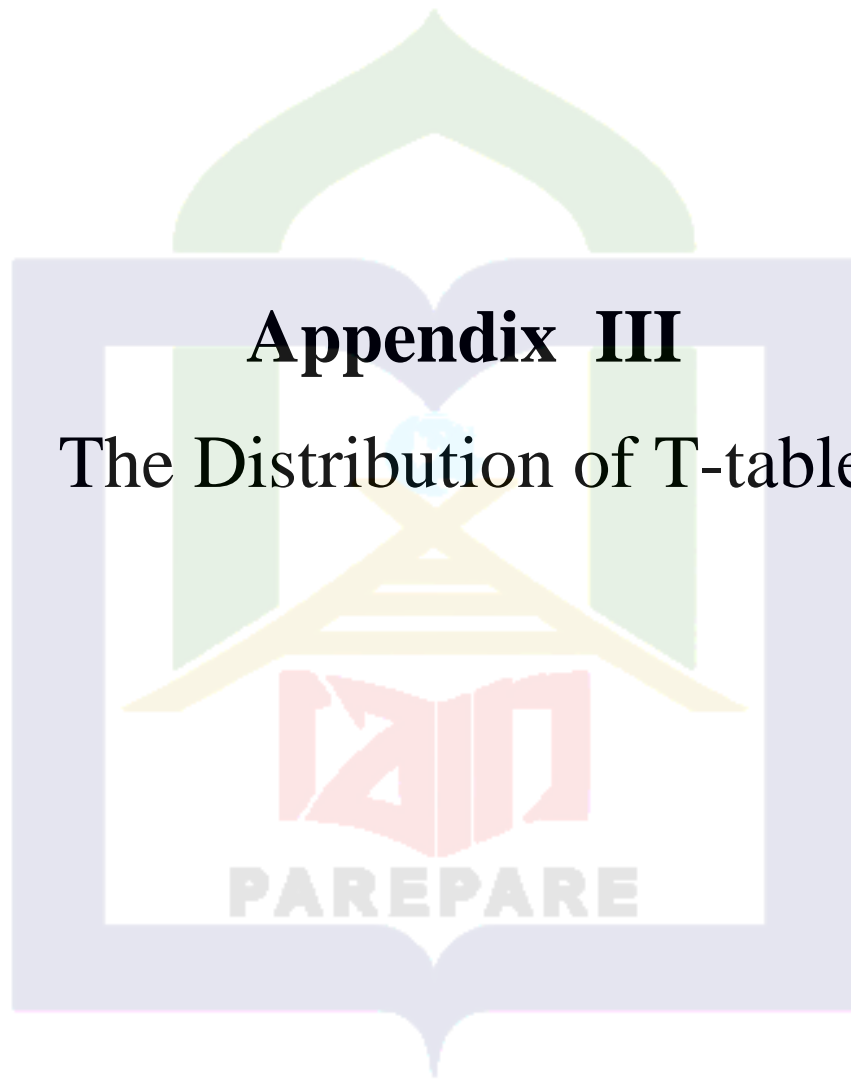
$$t = \frac{81.40}{\sqrt{\dfrac{6625.96 - 441.7306666667}{15\,(14)}}}$$

$$t = \frac{81.40}{\sqrt{\dfrac{6184.2293333333}{210}}}$$

$$t = \frac{81.40}{\sqrt{29.4487111111}}$$
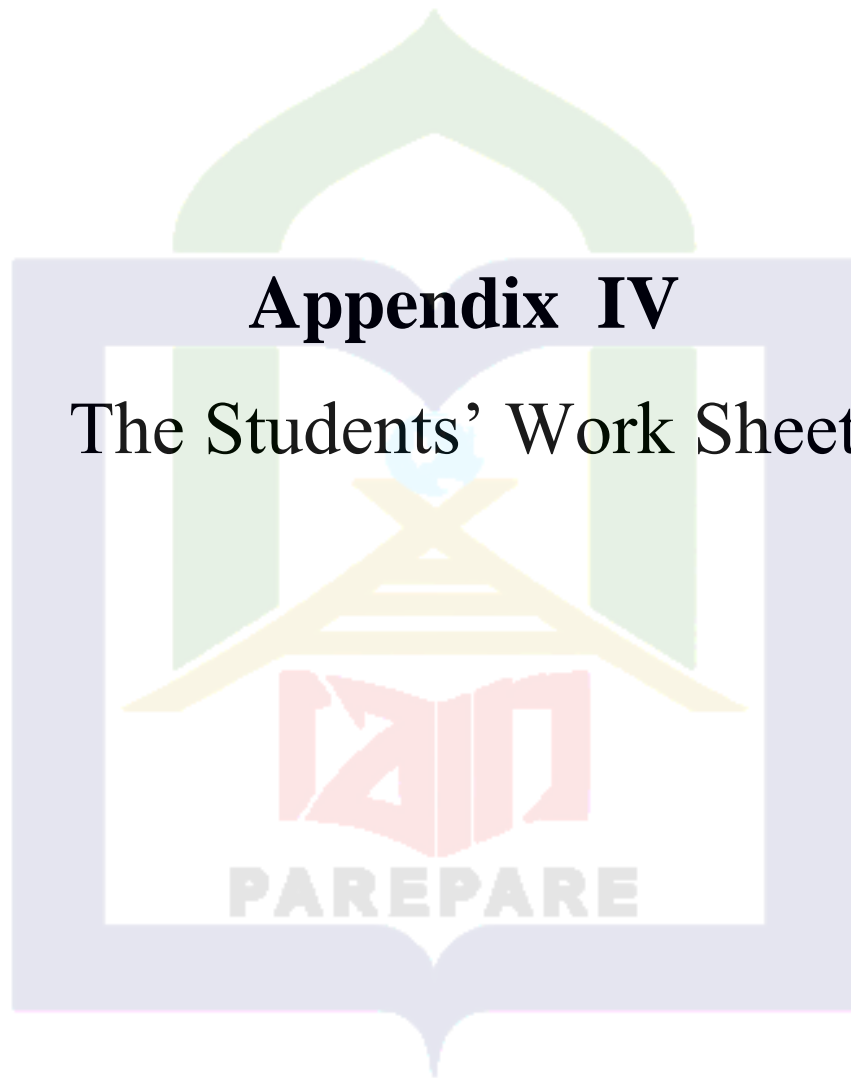
$$t = \frac{81.40}{\sqrt{5.4266666667}}$$

t= 14.99

Appendix III

The Distribution of T-table

DISTRIBUTION OF T-TABLE

df	0.01	0.05	0.01	0.001
1.	6.314	12.706	63.657	363.619
2.	2.920	4.303	9.925	31.598
3.	2.353	3.182	5.841	12.924
4.	2.132	2.776	4.604	8.610
5.	2.015	2.571	4.032	6.869
6.	1.943	2.447	3.707	5.959
7.	1.895	2.365	3.499	5.408
8.	1.860	2.306	3.355	5.041
9.	1.833	2.262	3.250	4.781
10.	1.812	2.228	3.169	4.587
11.	1.796	2.201	3.106	4.437
12.	1.782	2.179	3.055	4.318
13.	1.771	2.160	3.012	4.221
14.	1.761	2.145	2.977	4.140
15.	1.753	2.131	2.947	4.073
16.	1.746	2.120	2.921	4.015
17.	1.740	2.110	2.898	3.965
18.	1.734	2.101	2.878	3.922
19.	1.729	2.093	2.861	3.883
20.	1.725	2.086	2.845	3.850
21.	1.721	2.080	2.831	3.819
22.	1.717	2.074	2.819	3.792
23.	1.714	2.069	2.807	3.767
24.	1.711	2.064	2.797	3.745
25.	1.708	2.060	2.787	3.725
26.	1.706	2.056	2.779	3.707
27.	1.703	2.052	2.771	3.960
28.	1.701	2.048	2.763	3.674
29.	1.699	2.045	2.756	3.659
30.	1.697	2.042	2.750	3.464
40.	1.684	2.021	2.704	3.551
60	1.671	2.000	3.460	3.460
120	1.658	1.980	3.373	3.373
∞	1.645	1.960	2.576	3.291

Appendix IV

The Students' Work Sheet

➢ **Choose one of the topic below then describe it !!!**

1. My Pet

2. Birthday

3. Homework

Appendix V

Lesson Plan

LESSON PLAN ONE	
1. Subject	English
2. School	SMPN 2 Lembang
3. Class	VIII.
4. Topic	My pet
5. Time	
6. Goals	Improving students' skills in writing descriptive text.
7. Objectives	Terminal objectives: a. Students will be able to write descrptive text about my pet. Enabling objectives: a. Students will be able to write by using appropriate vocabularies. b. Students will be able to write descriptive text grammartically. c. Students will be able to write descriptive text by using appropriate rules.
8. Materials and Equipments	a. a short story which is provided in the students' native language. b. Handout c. LCD
9. Procedures/activities	a. The researcher will teach the students a particular grammar about personalpronouns and articles. b. The researcher explains the material by using the students' native language. c. The researcher will give the students an opportunity to ask about the lesson that they still do not understand and the researcher will give the answer.

	d. The researcher will give a short story in students' native language to translate to the target language. e. The researcher will give the list of vocabularies which it helps the students to translate the story. f. The researcher gets the students to translate the story from the source language to the target language. g. The researcher provides the correct answer and let the students check their own mistakes and errors in their translation.
10. Evaluation	a. The researcher will give a short story to the students and ask the students to translate the story from the source language to the target language. b. The vocabularies are provided to help the students translate the story. c. The researcher will give them limited time to translate the story. d. The students are not allowed to see the rules of grammar that they have learned. e. After that, the researcher will see the students' achievement in that lesson.

English Teacher   Researcher

ST. Aminah, S.Pd   Erdawati

LESSON PLAN TWO	
11. Subject	English
12. School	SMPN 2 Lembang
13. Class	VIII.
14. Topic	Birthday
15. Time	
16. Goals	Improving students' skills in writing descriptive text
17. Objectives	Terminal objectives: b. Students will be able to write descrptive text about my birthday. Enabling objectives: d. Students will be able to write by using appropriate vocabularies. e. Students will be able to write descriptive text grammartically. f. Students will be able to write descriptive text by using appropriate rules.
18. Materials and Equipments	d. a short story which is provided in the students' native language. e. Handout f. LCD
19. Procedures/activities	h. The researcher will teach the students a particular grammar about plural noun and possessive case. i. The researcher explains the material by using the students' native language. j. The researcher will give the students an opportunity to ask about the lesson that they still do not understand and the researcher will give the answer.

	k. The researcher will give a short story in students' native language to translate to the target language. l. The researcher will give the list of vocabularies which it helps the students to translate the story. m. The researcher gets the students to translate the story from the source language to the target language. n. The researcher provides the correct answer and let the students check their own mistakes and errors in their translation.
20. Evaluation	f. The researcher will give a short story to the students and ask the students to translate the story from the source language to the target language. g. The vocabularies are provided to help the students translate the story. h. The researcher will give them limited time to translate the story. i. The students are not allowed to see the rules of grammar that they have learned. j. After that, the researcher will see the students' achievement in that lesson.

English Teacher   Researcher

ST. Aminah, S.Pd   Erdawati

LESSON PLAN THREE	
21. Subject	English
22. School	SMPN 2 Lembang
23. Class	VIII.
24. Topic	Homework
25. Time	
26. Goals	Improving students' skills in writing descriptive text
27. Objectives	Terminal objectives: c. Students will be able to write descrptive text about homework. Enabling objectives: g. Students will be able to write by using appropriate vocabularies. h. Students will be able to write descriptive text grammartically. i. Students will be able to write descriptive text by using appropriate rules.
28. Materials and Equipments	g. a short story which is provided in the students' native language. h. Handout i. LCD
29. Procedures/activities	o. The researcher will teach the students a particular grammar about simple present tense. p. The researcher explains the material by using the students' native language. q. The researcher will give the students an opportunity to ask about the lesson that they still do not understand and the researcher will give the answer. r. The researcher will give a short

	story in students' native language to translate to the target language. s. The researcher will give the list of vocabularies which it helps the students to translate the story. t. The researcher gets the students to translate the story from the source language to the target language. u. The researcher provides the correct answer and let the students check their own mistakes and errors in their translation.
30. Evaluation	k. The researcher will give a short story to the students and ask the students to translate the story from the source language to the target language. l. The vocabularies are provided to help the students translate the story. m. The researcher will give them limited time to translate the story. n. The students are not allowed to see the rules of grammar that they have learned. o. After that, the researcher will see the students' achievement in that lesson.

English Teacher   Researcher

ST. Aminah, S.Pd   Erdawati

Appendix VI

Teaching Material
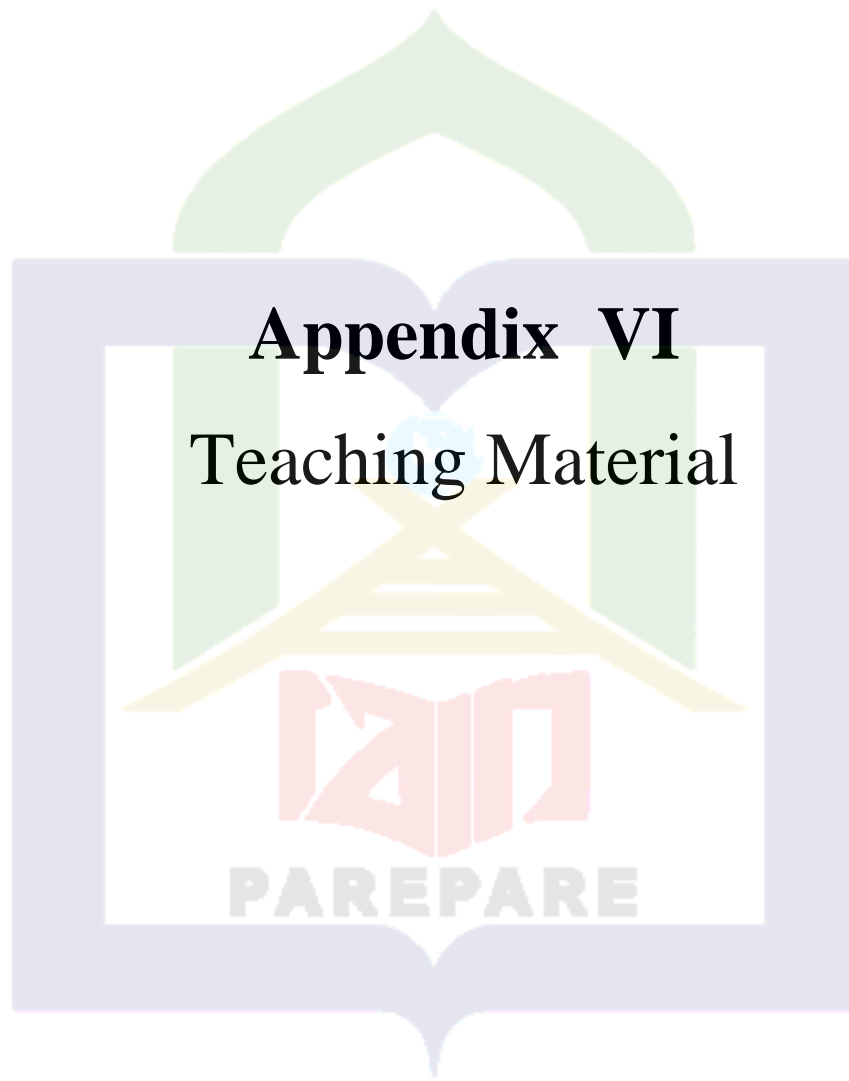
Lesson One

Subject : Personal pronouns and article

Time : 90 minutes

1. Grammar description

    a. Personal pronouns

    Personal pronouns adalah kata yang digunakan untuk menggantikan kata benda yang dapat berupa orang, benda, ataupun hewan. Ada lima bentuk kata ganti, diantaranya subject pronouns, object pronouns, possessive adjectives, possessive nouns, and reflexive pronouns. Namun pada kesempatan kali ini kita hanya akan fokus pada **Subject Pronouns, Object Pronouns, dan Possessive Adjectives** karena ketiganya lebih sering digunakan dalam percakapan dan menulis setiap hari. Untuk lebih jelasnya perhatikan tabel berikut:

Meaning	Subject (S)	Object (O)	Possessive Adjectives (PA)
Saya, aku	I	Me	My
Kamu, Kalian	You	You	Your
Kami, Kita	We	Us	Our
Mereka	They	Them	Their + **Noun**
Dia (Laki-laki)	He	Him	His
Dia (Perempuan)	She	Her	Her
Dia: - Benda - Hewan - Tumbuhan	It	It	Its

1. **SUBJECT PRONOUN** (S): subject pronoun diletakkan sebelum kata kerja dalam suatu kalimat, pelajari contoh berikut ini :

Example:

SUBJECTS	**VERB**
1. Mereka	Mengundang
They ⬅	**(Invite)**
2. Kami	Berjalan
We ⬅	**(Walk)**

3. Dia (Pr)   Bernyanyi
She ⟵ **(Sing)**
4. Saya   Menari
I ⟵ **(Dance)**

2. OBJECT PRONOUNS (O) object pronoun diletakkan sebagai pelengkap dalam suatu kalimat atau diletakkan sebelum atau sesudah kata kerja dala suatu kalimat, pelajari contoh berikut;

Example:

SUBJECT + VERB   **OBJECT**
1. Saya   Memanggil   Dia (Lk)
   I   **CALL** ⟶ **HIM**
2. Kamu Membutuhkan   Mereka
YOU   NEED ⟶ **THEM**
3. Mereka Membenci   Kamu
   THEY   HATE ⟶ **YOU**
4. Kamu   Mengajar   Kami
   YOU MENGAJAR ⟶ **US**

3. POSSESSIVE ADJECTIVE, adalah kata ganti yang menyatakan kepemilikan. Biasanyaditempatkan sebelum kata benda dalam suatu kalimat. Pelajari contoh berikut:

Example:

1. Dia(Prp) melupakan pekerjaan rumah + nya
   She   **Forget(s)** **Her + Homework**
2. Saya   meminjam payung kalian
   I   **Borrow** **Your + Umbrella**
3. Guru + kami   Menghukum Mereka
   Our + Teacher Punish   Them

b. Articles

Article adalah kata sandang. Article terbagi atas dua bagian yaitu indefinite article (a dan an) dan definite article (the).

➢ The indefinite dan definite article (A, An, The)

A and An pada umumnya memiliki arti : seorang, sebuah, seekor, sebidang, selembar, sebatang, dan sebutir. Article A digunakan sebelum kata yang diawali dengan huruf konsonan atau yang bunyinya seperti huruf konsonan.

Pelajari contoh berikut:

Example:

1. Seorang guru mengajar saya
   A teacher teach me (T adalah huruf konsonan)
2. Mereka menangkap seekor kelinci
   They catch a rabbit (R adalah huruf konsonan)

3. Dia (LK) belajar di sebuah Universitas
   He study in a university (U berbunyi konsonan)

➢ The dalam bahasa Indonesia berarti **itu** atau **tersebut.** Article The dapat digunukan untuk singular dan plural noun. The digunakan sebelum kata benda yang mana hanya ada satu di dunia seperti; the earth, the sky, the sun, etc. Kemudian sebelum superlatives dan ordinal number seperti; the highest tower, the first, etc. Sebelum nama laut, gunung, pulau, seperti; the atlantic ocean, the themes, the USA, etc. Dan sebelum nama alat music; the guitar, the piano,etc.

2. Translation

<u>Hewan Peliharaan</u>

Saya mempunyai seorang teman, namanya Rina. Dia tinggal dengan sepupu saya, Rani. Mereka sangat akrab. Mereka memiliki hewan peliharaan. Rina memelihara seekor kucing, dan Rani memelihara seeokor kelinci. Ketika saya mengunjungi mereka, saya membawa hewan peliharaan saya, seekor kucing hadia ulang tahun dari ayah saya. kami bermain dengan hewan peliharaan kami disana. Hewan-hewan tersebut sangat lucu. Setelah bermain bersama, saya berpamitan dengan mereka dan pulang ke rumah.

Key words:

Mempunyai	: Have
Tinggal	: Live
Sepupu	: Cousin
Akrab	: Close
Hewan peliharaan	: Pet
Kucing	: Cat
Kelinci	: Rabbit
Mengunjungi	: Visit
Membawa	: Bring
Hadia ulang tahun	: Birthday present
Disana	: There
Bermain	: Play
Setelah	: After
Berpamitan	: Say goodbye to
Pulang	: Go home

Lesson Two

Subject   : Plural noun and Possessive case

Time   : 90 minutes

3. Grammar description
    c. Plural noun

    Plural noun adalah kata benda yang digunakan untuk menunjukkan bahwa benda tersebut lebih dari satu. Pada umumnya dibentuk dari kata benda tunggal dengan memberikan tambahan s/es pada akhir kata tersebut. Terdapat bentuk kata benda di dalamnya yaitu irregular dan regular noun.

    ➢ Daftar Irregular noun:

SINGULAR	PLURAL
Foot	Feet
Tooth	Teeth
Goose	Geese
Man	Men
Woman	Women
Mouse	Mice
Child	Children
Etc	etc

    ➢ Regular plural noun, terbagi atas 3;
      1. Nouns diakhiri dengan huruf O, Sh, Ch, atau X:
         Bus   Buses
         Watch   Watches
         Hero   Heros
         Brush   Brushes
         Box   Boxes
      2. Nouns diakhiri dengan consonant + y, ganti Y dengan I lalu tambahkan es:
         Baby   Babies
         Factory   factories

3. Nouns diakhiri dengan f/ef ganti dengan ves:
   Wife   wives
   Leaf   Leaves

d. Possessive case

Possessive case adalah kata yang digunakan untuk menunjukkan kepemilikan. Ada beberapa aturan di dalamnya, yaitu:

➢ Ketika possessor adalah orang atau binatang, maka aturan yang digunakan:

Possessor   + Noun

➢ Ketika possessor tidak diakhiri huruf S atau ES, maka aturan yang digunakan:

Possessor + ' (apostrophe) + S + the owned thing

➢ Ketika possessor diakhiri dengan S/ES, maka aturan yang digunakan adalah:

Possessor (s/es) + '(apostrophe) + the owned thing

➢ Ketika possessor adalah benda, maka aturan yang digunakan adalah:
   The + owned thing + of + possessor

4. Translation

<u>Hari Ulang Tahun</u>

Hari ini adalah hari ulang tahun teman-teman saya, Nur, Lisa, dan Rina. Kami merayakannya bersama-sama. Sepulang dari sekolah, kami pergi ke rumah lisa. Disana, kami merayakan ulang tahun mereka. Teman-teman kami datang dan memberikan hadia ulang tahun untuk Nur, Lisa, dan Rina. Tiba-tiba ibu lisa datang dan memberikan kami hadia. Ibu lisa menyapa teman-teman kami. Kami menikmati pesta tersebut. Kami merasa bahagia.

Key words:

Hari ini	: Today
Merayakan	: Celebrate
Hari ulang tahun	: Birthday
Sepulang dari sekolah	: after school
Pergi	: Go to
Memberikan	: Give
Hadia ulang tahun	: Birthday present
Tiba-tiba	: Suddenly
Menyapa	: Say hello
Pesta	: Party
Menikmati	: Enjoy
Bersama	: Together

Lesson Three

Subject   : Simple Present Tense

Time   : 90 minutes

5. Grammar description
    a. Simple present tense
        Simple present tense adalah bentuk kalimat yang menyatakan suatu perbuatan
        atau kegiatan yang terjadi pada waktu sekarang dalam bentuk sederhana.
        Adapun aturan di dalamnya, :

        ➢ Kalimat pernyataan:
          Subject + V1 + s/es + Object

I YOU THEY	VERB 1
SHE HE IT	VERB 1 + S/ES

        ➢ Kalimat negatif:

I YOU THEY WE	DO + NOT (DON'T) TIDAK	VERB 1
SHE HE IT	DOES + NOT (DOESN'T) TIDAK	VERB 1

        ➢ Kalimat tanya:

DO (APAKAH)	I YOU THEY WE	VERB 1
DOES	SHE HE IT	VERB 1

➢ To Be dalam kalimat positif

I	AM	ADJECTIVE
YOU THEY WE	ARE	NOUN
SHE HE IT	IS	ADVERB

➢ To Be dalam kalimat negatif

I	AM + NOT	ADJECTIVE
YOU THEY WE	ARE + NOT	NOUN
YOU THEY WE	IS + NOT	ADVERB

➢ To Be dalam bentuk kalimat tanya

AM	I	ADJECTIVE
ARE	YOU THEY WE	NOUN
IS	YOU THEY WE	ADVERB

6. Translation

<u>Pekerjaan Rumah (PR)</u>

Hari ini Nita belajar bahasa Inggris. Pelajaran dimulai pada pukul 07:30. Nita dan teman-temannya membicarakan tentang pekerjaan rumah mereka (PR). Ali tidak membawa PR nya. Dia merasa takut. Tiba-tiba guru mereka datang dan meminta siswa-siswa untuk mengumpulkan PR mereka. Ali mendapat hukuman karena dia tidak membawa PR nya. Dia berdiri di depan kelas dan menarik kedua telinganya. Ali merasa sangat sedih. Dia berjanji, dia tidak akan mengulanginya lagi.

Key words:

Belajar	: Learn	kedua: both of
Pelajaran dimulai	: The lesson star	Berjanji: Promise
Membicarakan	: Talk	
Pekerjaan rumah (PR)	: Homework	
Merasa	: Feel	
Takut	: Afraid/scared	
Membawa	: Bring	
Guru	: Teacher	
Meminta	: Ask For	
Mengumpulkan	: To collect	
Mendapat	: Get	
Hukuman	: Punishment	
Berdiri	: Stand	
Di depan kelas	: in front of the class	
Menarik	: pull	

Appendix VII

Documentation
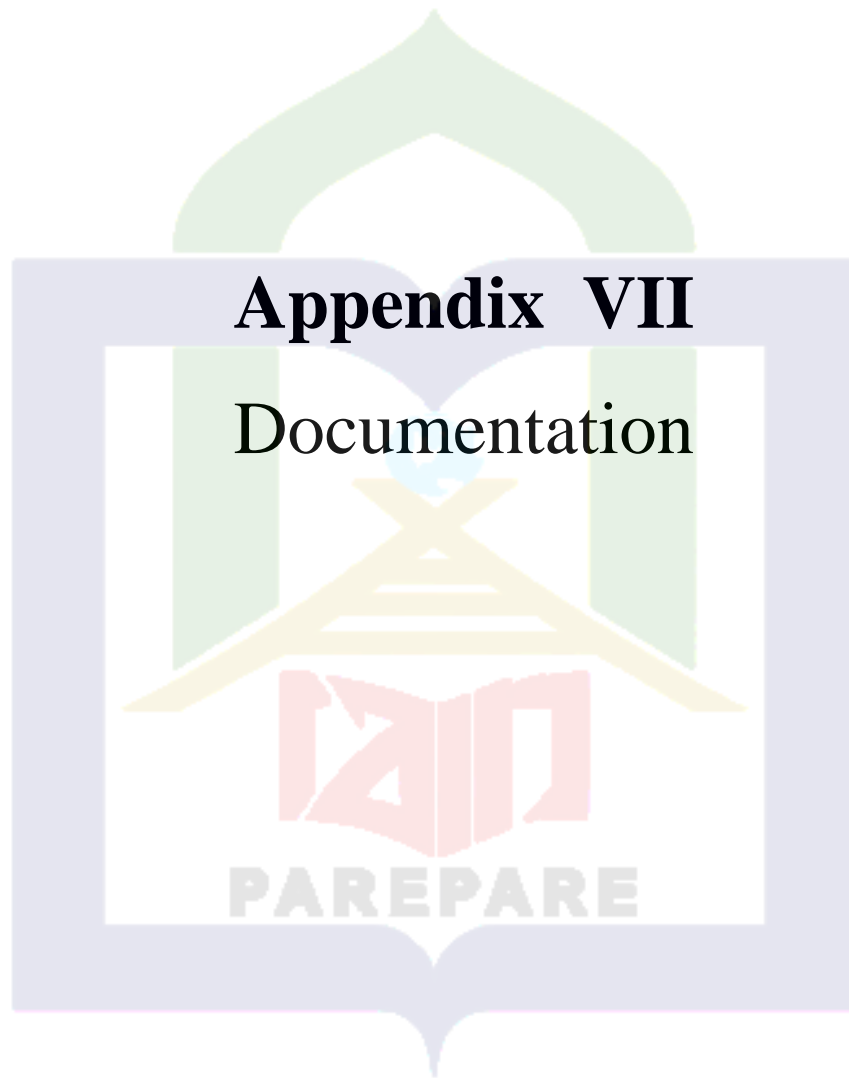
Appendix VIII

The Recommendation Letter of The Research
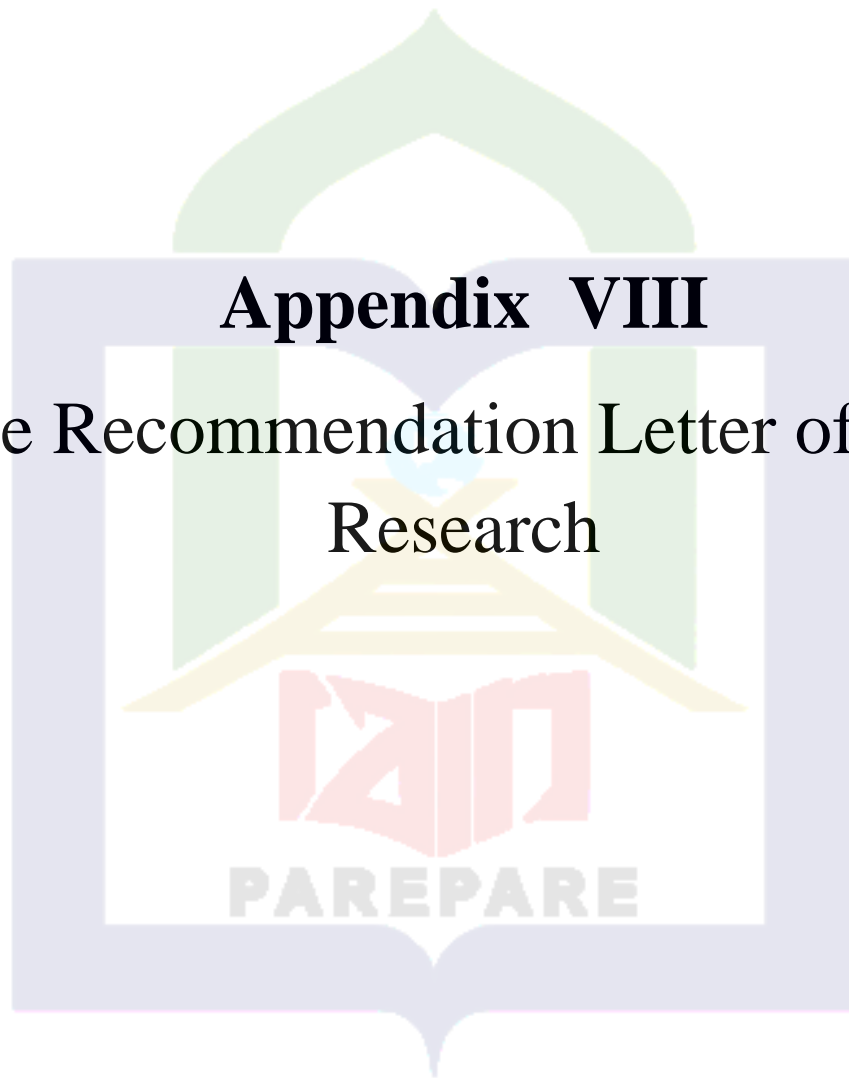
KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PAREPARE
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 🖷 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor	: Sti.08/PP.00.9/ 0775 /2016
Lampiran	: -
H a l	: Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
   KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampiakan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	:	ERDAWATI
Tempat/Tgl. Lahir	:	PINRANG, 24 Mei 1993
NIM	:	12.1300.071
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	PAKU, KEC. BINUANG, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"USING GRAMMAR TRANSLATION METHOD TO IMPROVE THE SECOND YEAR STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMPN 2 LEMBANG"

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

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

Terima kasih,

Parepare, 11 April 2016
A.n Ketua
Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

Drs. Muh. Djunaidi, M.Ag
NIP. 195412311991031032

SEKRETARIAT DAERAH

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 – 923 213

PINRANG

Pinrang, 12 April 2016

Nomor : 070 / 139 / Kemas

Lamp. : -

Perihal : **Izin/Rekomendasi Penelitian**

Kepada

Yth **Kepala SMP Negeri 2 Lembang**

di-

Pajalele

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare Nomor Sti.19/PP.00.9/0775/2016 tanggal 11 April 2016 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa :
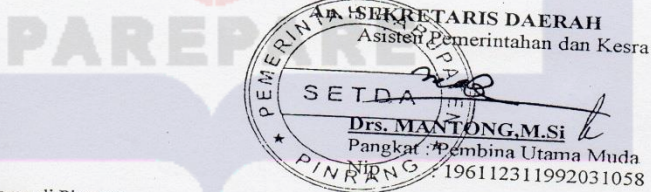
Nama	: **ERDAWATI**
Nim	: **12.1300.071**
Jenis Kelamin	: **Perempuan**
Pekerjaan/Prog Study	: **Mahasiswi / Pendidikan Bahasa Inggris**
Alamat	: **Paku Kec.Binuang Kab.Polman**
Telepon	: **085 399 186 886**

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul *"USING GRAMMAR TRANSLATION METHOP TO IMPROVE THE SECOND YEAR STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMPN 2 LEMBANG"* pelaksanaanya pada tanggal 12 April s/d 12 Mei 2016.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui memberikan izin penelitian dengan ketentuan bahwa :

1. Sebelum dan sesudah melakukan Penelitian kepada yang bersangkutan melapor kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
2. Penelitian tidak menyimpang dari Ketentuan Perundang-Undangan yang berlaku.
3. Mentaati semua Ketentuan Perundang-Undangan yang berlaku dan mengindahkan Adat Istiadat Daerah setempat.
4. Menyerahkan 2 (Dua) rangkap Laporan HasilPenelitian Kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA KabupatenPinrang.
5. Surat izin ini akan dicabut dan dinyatakan tidak berlaku apabila yang bersangkutan tidak mentaati Ketentuan Perundang- Undangan yang berlaku.

Demikian izin ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra

SETDA

Drs. MANTONG,M.Si
Pangkat : Pembina Utama Muda
Nip : 196112311992031058

Tembusan:
1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kepala Kapolres Pinrang di Pinrang;
4. Kepala Dinas DIKPORA Kab.Pinrang di Pinrang;
5. Kepala Kantor Kementerian Agama Kab. Pinrang di Pinrang;
6. Kepala Kantor Kesbang,Politik dan Linmas Pinrang di Pinrang;
7. Ketua STAIN Pare-Pare di Pare-Pare;
8. Camat Lembang di Tuppu;
9. Yang bersangkutan untuk diketahui;
10. **Pertinggal.**

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 LEMBANG
Alamat : Jalan Poros Pinrang – Polman Km. 44 Pajalele Kode Pos : 91254

SURAT KETERANGAN PENELITIAN
No : 422 /46 / SMP.2 / LB / 2016

Yang bertanda tangan dibawah ini :

Nama	: MUH. SYARIF, S. Pd, M. Si
NIP	: 19650919 198703 1 018
Jabatan	: Kepala SMP Negeri 2 Lembang

Menerangkan bahwa

Nama	: ERDAWATI
Tempat dan Tanggal Lahir	: PINRANG,24 MEI 1993
Pekerjaan	: Mahasiswa
NIM	: 12.1300.071
Jurusan	: Pendidikan bahasa Inggris

Judul   :*"USING GRAMMAR TRANSLATION METHOD TO IMPROVE THE SECOND YEAR STUDENTS'WRITING SKILLS IN DESCRPTIVE TEXT AT SMPN 2 LEMBANG ."*
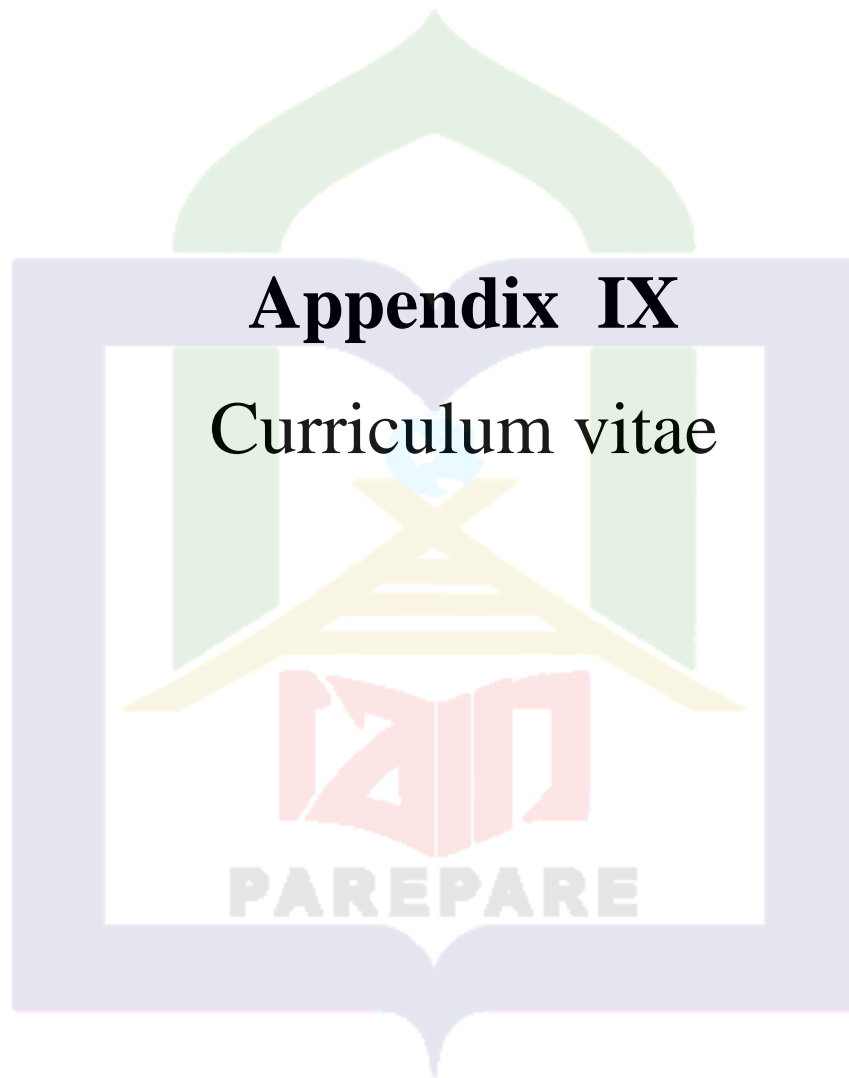
Benar telah melakukan penelitian di SMP Negeri 2 Lembang dari tanggal 12 April s/d 12 Mei 2016

Demikian surat keterangan ini dibuat untuk selanjutnya dipergunakan sebagaimana mestinya.

Pajalele, 31 Mei 2016
Kepala SMP Negeri 2 Lembang

MUH. SYARIF, S. Pd, M. Si
NIP. 19650919 198703 1 018

Appendix IX

Curriculum vitae

CURRICULUM VITAE

The writer Erdawati was born on 24 May 1993 inPinrang. She is the fourth child in her family. She has one sister and two brothers. Her father's name is Idris and her mother's name is Sabet. Her educational background, she began her study 2000 in SDN 147 Pangaparang, Kec. Lembang, Kab. Pinrang and graduated on 2006, at the same year she registered at SMPN 2 Lembang,Kec.Lembang, Kab.

Pinrang and graduated 2009, at the same year she registered in SMAN 8 Pinrang,Kec. Lembang, Kab. Pinrang and in 2012 she registered at State Islamic Collage (STAIN) Parepare at English Education Program and finished her study by title of skripsi "*Using Grammar Translation Method to Improve the Second Year Students' Writing Skills in Descriptive Text at SMPN 2 LEMBANG*"

The writer join an English club in 2014, it is American English Club (AMC).