

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four skills that students have to master; listening, reading, speaking, and writing. Among those four skills, writing is considered a difficult skill since it involves student's grammar ability, vocabulary, and spelling. There are several types of text used as materials to train their writing skill namely descriptive, narrative, report, and recount. Keir (2009) mentioned the purpose of descriptive text is to draw the reader's attention to the characteristic of a particular thing. Descriptive text may include an introduction, followed by the description of the particular thing and could also contain evaluative comments. Anderson & Anderson (2003) as cited in Hanafi (2019) define narrative text as a story with complications or problematic events and the solution of the problem but also entertaining at the same time. Report text puts out information usually about an entire class of things and the difference between reports and descriptive text is that descriptive text deals with the characteristics of a particular thing (Keir, 2009).

Due to the changes in the curriculum in Indonesia, English lesson in elementary school was stated as not required anymore. This causing some elementary school in Bojonegoro omitted English language from their lesson, thus students only begun learning English in junior high school which then affect their competence in English language especially in writing. Moreover, the English lesson plan is considered difficult for students who just started learning English.

This study focuses the effectiveness of the use of the rule deduction and the memorization technique in teaching grammar and writing recount text. According to Keir (2009), recount text is a text that tells the reader about past events in an interesting and entertaining way and in chronological order for the reader to understand the time sequence of which the events happens. The purpose of this text is to entertain and inform readers about a story or interesting occurrence that the writer experienced or witnessed. The grammars used in this text are simple past tense and past continuous tense. Wood and Stubbs (2000) differentiate the generic structure of recount text as Orientation, Series of Events, and Reorientation.

In Orientation, writer puts background information of the events that will be told in the next structure such as place, participant, or time and duration of occurrence. In Series of Events, the event is explained chronologically so the readers understand the order of the events. The last structure can act as the summary of the text. It can contain writer's comment on the events, a prediction of what will happen in the future after the events.

In writing recount text, junior high school students faced with difficulties which caused usually by the teacher teaching strategy. From observation and experience, students are given assignment to write their past events straight away without much practice and lecture about the text structures which caused them to lack motivation and interest to improve their writing skill. Their lack understanding of grammar in recount text also can be one of the crucial causes students faced difficulty since grammar is important in writing skill. Murcia and

Freeman (1983) mentioned that grammar ability is one of an important aspect that affected the four language skills. Thus, students are afraid to make mistakes. In addition, the omission of English subject from elementary school curriculum in Indonesia raised concern on students' English competence. Students will hopefully feel motivated and improved through the use of different method of teaching.

English language teaching methods have a lot of different kinds. Brown (1994) explained a lot of teaching methods in his book, such as grammar-translation method, audio-lingual method, the direct method, etc. In this research, the writer conducted the experiment using grammar-translation method. According to Diane Larsen-Freeman (1986), Grammar-translation method has been used by language teachers for a long time. In the earlier century, the purpose of this method was to help students to read and understand foreign language literature. It is a way to teach the target language by translating it into mother tongue or learner language (Elizabeth and Rao, 2004). This method was known for the detail of grammar of the language, the focus on written exercises, especially translation exercises, and the long bilingual vocabulary lists (Rivers, 2018). It was one of the traditional methods of foreign language teaching used mainly for studying and reading academic literature (Byram and Brumfit, 2000). In grammar-translation method alone, there are various techniques to use. Larsen-Freeman mentioned nine techniques in her book: translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive

application of rule (rule deduction), fill-in-the-blanks, memorization, use words in sentences, and composition.

Teacher will be facing confusing choices among grammar-translation method's techniques to use in language teaching. Surely, teacher will use a technique that is most efficient and effective for both teacher and student. Though, every technique has its advantages and disadvantages. Using the most effective technique hopefully will easily improve student understanding on the topic and achieve the objectives of learning English as foreign and second language. To discover which one of the several techniques of grammar-translation method will give a better result of students' understanding, experiment need to be conducted. In this research, the writer conducted an experiment on junior high school students using two of the grammar-translation technique; rule deduction and memorization. Rule deduction involves the learners given taught forms or grammatical rules of the target language then applied to examples while in memorization technique, learners are given a list of new vocab items or grammatical rules to memorize.

There are a few studies about language teaching methods such as a case study by Kelly and Bruen (2015) and a similar qualitative study by Adil (2020) that only examined teacher opinion on grammar-translation method. A research by Munzaki, Suadah, and Risdaneva (2016) studied about the method used by English educators in three English courses. This study is similar to Pido and Dewi's (2019) research, with the purpose of finding out teaching methods used by junior high school English teacher. Afiah (2018) conducted a research to find out whether grammar-translation method improves high school students' reading

ability. These five researches only studied the teaching method and did not look into the techniques. Thus, a further study regarding comparison on the techniques of grammar-translation method needs to be conducted. By conducting this study, we will be able to find out which technique will draw a better result of students' understanding in English grammar used in recount text which hopefully will help English language teachers to select a teaching technique. The purpose of this study is to experiment the two teaching techniques of grammar-translation method (rule deduction and memorization) on the teaching of English grammar and compare the results.

1.2 Statements of the Problem

Based on the background study, the writer formulates the problem as follows:

1. Between the two techniques of grammar-translation method (rule deduction and memorization), which one is more effective for teaching English grammar used in recount text to junior high school students?

1.3 Objectives of the Study

Based on the statements of the problem, the objective of the study is:

1. To conduct an experiment and compare the result of the use of two techniques of grammar-translation method (rule deduction and memorization) on junior high school students' understanding in English grammar used in recount text.

1.4 Significance of the Study

Theoretically, it is expected that this study can give new insights for readers and researchers, especially in grammar-translation method's techniques. This study will introduce and compare the two techniques of grammar-translation method (rule deduction and memorization), which hopefully will provide useful information for researcher with a similar topic. Practically, this study is expected to help English teachers in deciding which technique is best to be applied in the classroom. This study may be applied in their teaching activities, by using the techniques as it is or creating a new technique which may be useful in improving the students' learning ability.

1.5 Definition of Key Terms

- *Rule deduction technique* : A teaching technique which taught grammar rules and present the with examples (Larsen-Freeman, 1986).
- *Grammar* : Grammar concerned with the rules of a language, including the sounds, words, sentences, and other aspects and also their combination and interpretation (Encyclopedia Brittanica, 2009).
- *Grammar-translation* : The definition of the term grammar-translation is a methodology on language teaching focusing on the rules of language, memorization of vocabulary and of various declensions and conjugations, translations of text, and written exercises (Brown, 1994).
- *Memorization technique* : A teaching technique to learn new vocabularies, grammatical rules, or grammatical patterns (Larsen-Freeman, 1986).

- *Method* : The definition of method is “an overall plan for systematic presentation of a language based upon a selected approach” (Brown, 1994).
- *Recount text* : Recount text defined as a non-fiction type text which the purpose is to retelling of events that have actually happened and is composed in a sequence using time words such as days, years, duration, etc. (Zitnay and Miner, 2012).