

UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD
TO INCREASE THE STUDENTS' RECOUNT TEXT WRITING ABILITY
AT THE EIGHTH GRADE OF SMPN 1 BATANGHARI
IN THE ACADEMIC YEAR OF 2016/2017**

**By:
NOVITA HUMAIROH
STUDENT NUMBER : 1180127**

**Tarbiyah Faculty
English Education Department**



**STATE ISLAMIC INSTITUTE OF METRO
1438H / 2017M**

UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD
TO INCREASE THE STUDENTS' RECOUNT TEXT WRITING ABILITY
AT THE EIGHTH GRADE OF SMPN 1 BATANGHARI
IN THE ACADEMIC YEAR OF 2016/2017**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

By:
NOVITA HUMAIROH
Student Number:1180127

Tarbiyah Faculty
English Education Department

Sponsor : Dra. Umi Yawisah, M.Hum

Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE ISLAMIC INSTITUTE OF METRO
1438H / 2017M

ABSTRACT

IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD TO INCREASE THE STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2016/2017

**By:
NOVITA HUMAIROH**

The objectives of this Classroom Action Research (CAR) are to find out how cooperative csript could increase the students' grammer mastery in learning English and how far increasing the students' recount text through method.

The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eighth grade of SMPN 1 Batanghari. The writer used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 16%, post-test I is 58% and then, the average score at post-test II is 80%. Based on the result above, it can be said that Grammar Translation method can improve students' recount text writing ability.

ABSTRAK

IMPLEMENTASI METODE *GRAMMAR TRANSLATION* UNTUK MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS *RECOUNT* DI KELAS DELAPAN SMPN 1 BATANGHARI TAHUN PELAJARAN 2016/2017

**Oleh
NOVITA HUMAIROH**

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk mengetahui bagaimana metode Grammar Translation dapat meningkatkan kemampuan grammar dalam belajar bahasa Inggris dan seberapa jauh dapat meningkatkan penguasaan siswa terhadap recount teks melalui Metode Grammar Translation.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas 8 SMPN 1 Batanghari. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 16%, post-test I adalah 58 % kemudian, nilai rata-rata pada post-test II adalah 80%. Berdasarkan hasil di atas, dapat dikatakan bahwa metode Grammar Translation dapat meningkatkan penguasaan siswa terhadap kemampuan menulis recount teks.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a very important role in our life, because language is a tool for communication. Human being uses language as means of expressing ideas, feeling, and expectation to the others. In Indonesia, English is a foreign language and it has been taught to the students from the first years of junior high school up to university. English is also taught for elementary school as local content.

Language varies in the world. Different nation speaks different language. Two people from different nations which have also different languages cannot understand each other when they are talking, because their languages are different. Then, English comes as one of the linking language to make them understand each other and communicate easily. Nowadays people in the world usually use English as an international language and it challenges everyone to acquire it in order to be able to have communication with people of different nations easily.

As English is a universal language, it has been spoken all over the world as an international language. The role of English grows more important in absorbing science and technology because it is used in most reference books. English is a foreign language that is taught formally from elementary school

through university level as a compulsory subject. The goal is that the graduated students are hoped to be able to communicate in English both in written and spoken forms. They are prepared to be able to read, listen, speak, and write in English well.

In this research focused on student writing recount text. In reality so many students have a problem to make recount text. Based on this problem the researcher will improve student Recount Text writing Ability to retells events in the past by using Grammar Translation Method. The rule of this method is like group work. So that, the students are easier to develop idea by ask their group.

Therefore based on pre survey on April, 15th 2016 at SMPN 1 Batanghari, the writer got the data of students writing skill which will show below.

Table 1
Pre survey Data of Students' English Recount Text Writing Ability Score

No	Category	Score Interval	Frequency	Presentation
1	Excellent	85-95	0	0 %
2	Good	74-84	4	15%
3	Fair	63-73	2	8%
4	Poor	52-62	4	15%
5	Less	41-51	12	46%
6	Failed	30-40	4	15%
Total		26		100%

Source : Ledger of the English Teacher of SMPN 1 Batanghari, taken on April, 15th 2016.

Based on the table above, it can be inferred that the score of writing from 26 students is that 0 student who is included excellent category for the score

85-95 (0%), 4 students are included into good category for the score 74–84 (15%), 2 students are included into fair category for the score 63-73 (8%), 4 students or (15%) are include into poor category among interval 52-62, the students are include into less category among the interval 41-51 is 12 or (15%), and 4 students are included into failed category among the score 30-40 or (15%). It can be concluded that the number of students who are categorized into failed writing that is 80% from the total of students. It means the students fail to pass the passing grade.

Because of that, the researcher will try to compare the student activities in writing recount text before and after teacher teaches them using Grammar Translation Method. Grammar Translation Method (GTM) as its name suggests to take grammar as starting point for instruction. Grammar – Translation courses followed a grammar syllabus and lesson typically began with an explicit statement of the rule followed by the exercises involving translation into and out of the mother tongue.

The teacher uses one of the special methods in teaching writing text that is Grammar Translation Method. The reason why the teacher chooses it is that Grammar Translation Method is a good method to make students more easily to arrange some words into a good sentence. The writer expects that grammar rule that have been learnt by students will help them in making a good sentence. Referring to the statement above, the writer hopes, this method would be helpful to improve the teaching learning of writing text.

Based on the statement above, the researcher will conduct a research in the form of Classroom Action Research entitled “The Implementation Of Grammar Translation Method To Increase The Student’s Recount Text Writing Ability at the Eighth Grade Of SMPN 1 Batanghari in the Academic Year of 2016/2017.

B. Problem Identification

Based on the background above, the identification of the problems are as follows:

1. Students have difficulties in translating some vocabularies.
2. Students have low vocabulary mastery.
3. The students are still difficult to write recount text.
4. The students do not know the right procedure to make Writing Recount Text.

C. Problem Limitation

From the identification above, the researcher limits the problems in the fourth and the fifth problem. Those are the students are still difficult to write recount text. Therefore, the researcher recommends using Grammar Translation Method especially teaching writing recount text. So, the researcher would like to apply the Grammar Translation Method to increase the students recount text writing ability at the eighth grader of SMPN 1 Batanghari in the Academic Year of 2016/2017.

D. Problem Formulation

Referring to the background, the identification and the limitation of the problem above, the writer formulates the problem as follows: “Can the implementation of Grammar Translation Method (GTM) increase the students recount text writing ability?”

E. Objective and Benefits of the study

1. Objectives of the Study

To know whether using Grammar Translation Method can increase students' recount text writing ability at the eighth grade Students of SMPN 1 Batanghari in the Academic year of 2016/2017.

2. Benefits of the Study

a. For the students

- 1) To enable the students to arrange vocabularies into a good sentence.

- 2) To enable the student to write a recount text.

b. For the teacher

By conducting this research, the writer hopes it will be useful as:

- 1) Information to English Teacher about the influence of using Grammar Translation Method (GTM) towards recount text writing ability.

- 2) As an alternative for English teacher to teach arrange vocabularies into a sentence.

c. For the reader

- 1) As additional knowledge about Grammar in English language teaching a foreign language.

- 2) For further research with similar interest.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Theory of Method

a. The Concept of Method

In every situation, writing becomes exciting hobby for some certain people. Hence college has a course which named writing to help the students to master of writing course. Absolutely in teaching writing in a college, teacher need the proper way to teach in order to be easy for the students to catch the point of an English text need away. So that the way to teach is called Method.

Therefore it is highly essential for English teacher to apply the proper method to their students in learning Writing. Without applying the appropriate method, the best message from the text will be difficult to be understood.

b. Definition of Method

We can find definitions of Method from some experts but, the writer only chooses several of them which are important to talk about.

Etimologically, in the Oxford Advance Learner's Dictionary, "method is a particular way of doing someting".¹

¹ *AS Homby, Oxford Advanced Learner's Dictionary, (Oxford University Press 1993), p 456*

Adward Anthony had concept of method teaching Language as well. The method concept of his was three hierararchical elements, those are approach, technique and method. According to Antony an Approach is a set of axciomatic assumptions dealing with the nature of Language, learning, and teaching. Technical is the specific activities which is manifested in the class that were consist with the method.

In line with Adwar Anthony say that “method is describe as an overall plan systematic presentation of language based upon a selected approach”²

They proposed a reformulation of the concept of method. Anthony’s approach, method and technique were changed, respectively, approach design and procedure. An approach defines that assumption, beliefs, and the theory about the nature of the language and language learning . Then design specify the relationship of those theories about classroom material and activities. Procedure is the technique and practices that are derived from someone’s approach and design.

According to Douglas Brown argue that “Method is generalized set of classroom specifications to accomplish objectives of linguistic.

²Brown H Douglas, *Teaching by Principles an Interactive Approach to Language* (Sun Fransisco Language Press, 2004) , p 14

Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and the materials. They are almost always thought of as being broadly applicable to a variety of audiences in variety of context.³

Based on statement above, it shows that method is role organized to arrange the teaching in the classroom both teacher and students to run objectives of linguistic well.

c. Kind of Method

In Teaching and Learning English there are some well-known methods which can be used. Such as Grammar Translation Method, Series method, Direct method, Audio Lingual Method, , Silent Way, Total Physical Response, and many other.⁴

However, in learning English Writing the teacher may use more than one method. It is possible to apply one or two method directly in a material. It depends on the learning material.

2. Concept of Grammar Ability and Grammar Translation Method

a. Grammar Ability

³ Ibid

⁴ [http://Wikipedia .com kind of method.html](http://Wikipedia.com/kind_of_method.html). access in juni 2015

The students' grammar ability should be focused on grammatical accuracy within sentences or not. Scored for accuracy of verb, morphology, prepositions, syntax.⁵

Etymologically, the word "grammar" in Oxford Learner's Pocket Dictionary is defined from the word "grammar" that can be defined as rules for forming words and making sentences.⁶

Terminologically, the writers will at several definitions according to the experts as follows, grammar is partly the study of what forms (or structure) are possible in a language.⁷ Traditionally grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.

Grammar attempts to explain why the following sentences are acceptable:

We are not at home right now.

Right now we are not at home

But why this one is not:

Not we at right home now are.

Nor this one:

We is not at home right now.

⁵ *ibid.*, p. 288.

⁶ Manser Martin H, *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 1995), p.182

⁷ Thornbury Scott, *How to Teach Grammar*, (Malaysia, Longman, 2005), p.1

b. Grammar Translation Method (GTM)

There are several definitions according to the experts as follows:

- 1) Eguene A. Nida and Charles R. Taber in their book *The Theory and Practice of Translation* defined Translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning in secondly in terms of style⁸.
- 2) Dr. Ronald H. Bathgate in his book “A Survey of Translation Theory”, said seven ways of translation, they are tuning, analysis, understanding, terminology, restructuring. Checking, discussion.⁹
- 3) Catford in his book *A Linguistic Theory of Translation* defined translation as change of text from source language to target language¹⁰.

Method is way of doing something.¹¹

Grammar Translation Method is a method that has two parts:

[1] ruler and paradigms [2] sentences for translation into and out of the target language. This method also included rote learning of grammar rules, learning

⁸ A. Widyamartaya, *Seni Menerjemahkan*, Kanisius, (Yogyakarta, 2002), p.11

⁹ *Ibid.* P. 15.

¹⁰ Djuharie, O. Setiawan, *Teknik dan Panduan Menerjemahkan*, Yrama Widya, (Bandung, 2004), P.11

¹¹ Manser, Martin H., *Oxford Learner's Pocket Dictionary*, Oxford University Press (New York, 1995), p.262

to put grammatical labels on words, and learning to apply the rules by translating sentences.¹²

A fundamental purpose of teaching the target language through the GTM is to be able to read literature written in the target language. This purpose can be reached by learning about the grammar rules and vocabulary of the target language.

Principally, the GTM focuses on translating grammatical forms, memorizing vocabulary, learning rules and studying conjugations. Even though the method may be considered more as technique rather than method, to follow Antonym's term, in the sense that the method is not an overall plan of language teaching, the method also has principles regarding to language teaching. The principles of the GTM are these:

- a) Grammar rules are presented and studied explicitly. Grammar is thought deductively and then practiced through translation exercises.
- b) The primary skills to be developed are reading and writing.
- c) Hardly any attention is paid to speaking and listening skills.
- d) Teacher correction is the only way to make students produce the right forms of the foreign language.
- e) The goal of foreign language learning is the ability to understand the text written in the foreign language.

¹² Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2005), P.32

- f) Mastering the grammar of the foreign language is essential in order for students to understand the written target language.
- g) Vocabulary is learnt from bilingual word lists.
- h) The mother tongue is used as the medium of instruction.
- i) A paramount use of translation exercises is given.¹³

3. **Concept of Writing and Writing Ability**

Oxford Advances Learner's Dictionary defines the word of ability as a level of skill or intelligence.¹⁴ Another definition of it is as follows:

- 1) The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- 2) A natural or acquired skill or talent.
- 3) The quality of being suitable for receptive to a specified treatment; capacity; the ability of a computer to be configured for used as a file server.¹⁵

Based on the statement above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial and intellectual to accomplish something.

The written productive language skill is called writing. It is the skill of writer to communicate information to a reader or group of readers. Her or his skill is also realized by her or his ability to apply the rules of the language s/he

¹³ *Ibid.*, P.34.

¹⁴ A.S, Homby, Oxford Advanced Learner's Dictionary,(Oxford University Press:1995),

¹⁵ <http://www.thefreedictionary.com/ability.acsess> in Mei 2016

is writing to transfer the information s/he has in her his mind to her/his reader (s) effectively. The ability s/he has includes all the correct grammatical aspects of the language s/he is writing, the types of information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too.¹⁶

There are definitions of writing that found in many references:

Writing is the written productive language skill. It is a skill to convey information to a reader. It is realized writer's ability to apply the rule of the language she or he is writing to transfer the information she or he has in her or his mind.¹⁷

Written product are often the result of thinking, drafting, and revising procedures that require specialized skill, skill are not every speaker develops naturally.¹⁸

Writing will help you build confidence between the other people, and you can expressing your ideas or summarizing and you can respond about the ideas of other.¹⁹

In principle, to write means to try produce or reproduce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey. To put forward our messages successfully,

¹⁶Siahaan, Sanggam, "*The English paragraph*", Graha Ilmu, Yogyakarta, 2008, p.2

¹⁷ *Ibid.*

¹⁸ Brown H. Dougla, *Teaching by principle*, University (Sun Fransisco), the second edition, p.335

¹⁹ Glazier F. Teresa and Wilsonpaige, *The last You Should Know about English*, (USA:Prepress PMG, 2008), p215.

we the writers, apply a number of writing. The strategies are not talent-oriented. Every (would-be) writer can learn and apply them in her or his writing. Every learner is then encouraged to keep on practicing. It is true that we improve our writing mainly through writing itself.²⁰

One of Vivian's students said that:" Writing is putting two and three together. Sometimes, as one might expect. I come up with five-but now I see five more clearly and understand it better. However, there are times when I put two and three together and come up with seven! What I mean by this is that through the act of writing about something. I see fresh ways of thinking about my ideas and I create new ideas I hadn't ever thought about before".²¹

There are three approaches of writing:

- a) The first approach focuses on the products of writing by examining *texts* in various ways, either through their formal surface elements or their discourses structure.
- b) The second approach, loosely divided into Expressivist, Cognitivist, and Situated strands, focuses on the writer and describes writing in terms of the *processes* used to create texts.
- c) The third approach emphasis the role that *readers* play in writing adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

²⁰ Bram Barli, *Write Well*, Sanata Darma University,(Yogyakarta,1995), p.7.

²¹ M. Rosenberg, Vivian,*Reading Writing and Thinking:Critical Connection*, (New York:Random House, 1989), p. 68

4. Type of Writing

1) Description

Description is reproducing the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness or fear, it used to create a visual image of people, place, even of units of time-days, time of day, or season.²² It means that description writing involves visualization of thing or person to be integrated with reader's interest.

2) Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.²³ It illustrates that argumentation consist of several statement to be obtained the point of view.

3) Ekposition

Ekposition is used giving information, making ekplanations, and interpreting meanings. It includes editorials, essays, and informative instructional material.²⁴ It illustrates that exposition writing includes informative material and instructional meaning to be interpreted.

4) Narration

²² George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: 1980), p. 379

²³ *Ibid*, p. 383

²⁴ *Ibid*, p. 382

Narration is the form of writing used to relate the story of acts or events. Narration place occurrences in time and tells what happened according to natural time sequence.²⁵

5. The Component of Writing

Writing is a language skill that is used for indirect communication. The students can communicate their ideals and thought to others through a written form such as letter, message, or invitation for communication. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.

Furthermore, the form of communication that use in written language as words, sentences, punctuations and good structure. So that, the readers can understand the information easily. A good deal of attention was placed on model compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

1) Content

²⁵ *Ibid*, p. 378

Content is the substance of a written work, especially as contrasted with its form. The criteria in this part is the substance or writing ideas express the unity, and the score is (13-30).

2) Organization

Organization is the whole system and structure of a language in general, usually taken as consisting on syntax and morphology and sometimes also phonology and semantic. The score of criteria is (7-20).

3) Vocabulary

Vocabulary is all about words. The words in a language or a special set of words which want we are trying to learn.²⁶ The rubric score in this section is the selection word that is suitable with the content, and the score is (7-20).

4) Language

Language is the system of words or sign that people use to express thought or feelings to each other.²⁷ The score in this part is (5-21).

5) Mechanic

²⁶ Joy M. Reid, “*Teaching ESL Writing*”, (USA: Prentice Hall Regent, 1993), Page 236.

²⁷ *Ibid.*, Page 238.

Mechanic is the argument of words and phrases to create well formed sentences in a language, and criteria of the score are (2-5). Regarding to criteria of the component above, it can be seen that the total of the score of writing recount text is 100.

6. The Measurement of Writing

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:²⁸

Table 2

The Measurement Rubrics of Writing Essay Skill

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic

²⁸ Douglas H Brown, “*Language Assessment Principles and Classroom Practice*”, (New York: Longman University Press, 2007), Page 244.

	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of

			word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured. ²⁹

²⁹ *Ibid.*, Page. 245

	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

7. Concept of Recount Text and Its Teaching

a. Definition of Recount Text

Recount text is a text which retells events or experiences in the past.

Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from

narrative.³⁰ Moreover, Sudarwati and Eudia Grace state that, the purpose of recount text is to tell the readers what happened in the past through a sequence of events.³¹

b. Generic Structure of Personal Recount Text

- a) Orientation (who were involved in the story, when, and where).
- b) Event (tell what happened in a chronological order).
- c) Re-orientation /optional (the conclusion of the experience).³²

c. Language Features of Recount Text

- a) Introducing personal participant; I, my group, etc.
- b) Using chronological connection; then, first, etc.
- c) Using linking verb; was, were, saw heard, etc.
- d) Using action verb; look, go, change, etc.
- e) Using simple past tense.³³

The procedure of teaching writing recount text by using Grammar Translation Method as follows:

- a. Give a recount text to students.
- b. Each student is called on to read a few lines from the passage.
- c. After he has finished reading, he is asked to translate into Indonesian the few lines he has just read. The teacher helps him with new vocabulary items.

³⁰ <http://understandingtext.blogspot.com>, *what-is-recount*, (Mei 2016)

³¹ Th. M. Sudarwati, Edudia Grace, *Look Ahead 1*, Erlangga,(Jakarta:2007), p.30

³² *Ibid*, p.31

³³ <http://understanding text.blogspot.com/search/label/Recount>(Mei 2016)

- d. When the students have finished reading and translating the passage, the teacher asks them in Indonesian if they have any question.
- e. The students follow the teacher to analyze the sentences in the recount text.
- f. The teacher describes some of sentences form and compares it in Indonesian form.
- g. The teacher shows the differences of English form and Indonesian form, it is about verb.
- h. Teacher guides student to make the rule form of sentence in Past Activity based on analyze.
- i. The student will be asked to:
 - 1) Write out the translation of the reading passage into Indonesian.
 - 2) Do the exercises that include one set of past form.
 - 3) Write a composition about an own interesting experience
 - 4) They will be asked to write an Indonesian paragraph about own experience.

B. Action Hypothesis

Based on the frame of theory and assumption, the writer formulated hypothesis as follows:

The implementation of Grammar Translation Method (GTM) increase the students recount text writing ability at the eighth graders of SMPN 1 Batanghari.

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Study

This research is Classroom Action Research (CAR). Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.¹ The researcher conducted this research at the eighth grader of SMPN 1 Batanghari. There are eight classes and the researcher only focus on one class. This class consist of 26 students. The researcher choose this class because most of students requirement of English especially in writing recount text. It can be seen from the following table:

Table 3

The Whole Data of Class VIII F SMPN 1 Batanghari

No	Class	Gender		Total
		Male	Female	
1.	VIII	10	16	26

B. Object of the Study

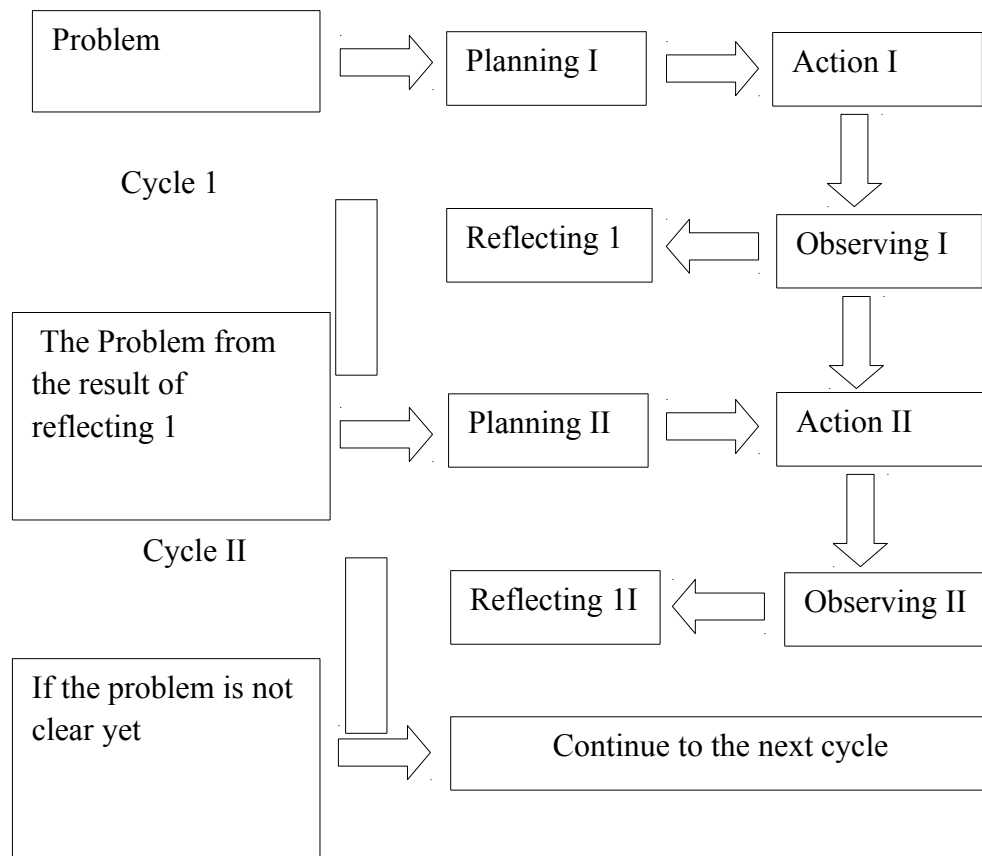
The object of this research was Improving Students Recount Text Writing Ability by using Grammar Translation Method at the Eighth Grade of SMPN 1 Batanghari in the Academic Year of 206/2017.

C. Action Plan

¹ Jean McNiff and Jack Whitehead, All You Need About Action Research, Sage Publication, London : 2006, P. 7

There are four steps in each cycle which have relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design:

Figure 1 of Action Research Prosedures²



² Suharsimi Arikunto, et al, Penelitian Tindakan kelas, (Jakarta: Bumi Aksara, 2007) p.

From the design above, here is the explanation about procedures which have conducted by the researcher to do classroom action research namely:

1. Cycle I

a. Planning

The first step of this research is planning. Planning is a step to arrange an action plan that explain about what, why, where, who and how the action would be conducted.

There were some plans which conducted by the researcher in this step namely:

- 1) The researcher identified and analyzed the problem, what the problem which would be reserached was clearly understood.
- 2) The researcher made a lesson plan to teach writing.
- 3) The researcher prepared the material, technique, and media of teaching writing.
- 4) The researcher made observation sheet.
- 5) The researcher prepared evaluation sheet to evaluate the students' activities after learning process.

b. Acting

In the second step of action research is acting. It is the implementation of planning in the class. Without the action the planning just imagination the never can be real. After finishing the planning, the learning process did at the eighth grade of SMPN 1 Batanghari. It described about teaching procedures of the research. There were the steps that the researcher did in the action:

- 1) The researcher applied the lesson plan.
- 2) The researcher gave the material
- 3) The researcher explained the using of grammar translation method in writing text.
- 4) The researcher give a chance to the students to practice writing the text and answered the question from the text.
- 5) The researcher guided the students in the learning process.

c. Observing

Observing is a monitoring activity (data monitoring) to know how for the acting have achieved the target.³ In this step, a researcher conducted an observing and recording anything needed and occurred in action implementing process.⁴ The outlines of observation in this step such focus on reading text, able to identify recount text by using grammar translation method and able to answer the questions.

³ Ibid. p. 127

⁴ Ibid. p. 78

The important things in teaching learning process were recorded by researcher.

d. Reflecting

In the last steps in reflecting. It is to analyze all actions that have been conducted, through collecting data, then conduct evaluating to complete the next acting.⁵ Reflecting in action research include analyze, synthesis, and assess the result of the acting which has been conducted. To put it more simply, is reflecting the researcher evaluate the acting that have done. If the first cycle was not improving or repairing the students' achievement so, it continued to the next cycle.

2. Cycle II

a. Planning

- 1) The researcher identified the problem and found the problem from the first cycle.
- 2) The researcher made a lesson plan.
- 3) The researcher prepared the material, method of teaching.
- 4) The researcher made observation sheet.
- 5) The researcher prepared evaluation sheet to evaluate the students' activities after learning process.

⁵ Ibid. p. 80

b. Acting

The reseacher applied the action plan II.

c. Observing

In this step, the researcher observed the process of teaching learning by using observation sheet to collect the data in action plan II.

d. Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it was positive or negative. If in the second cycle result is satisfied, the researcher would be stopped. While, if the in the second cycle was unsatisfied, the research would be continued.

D. Data Collection Technique

1. Test

In getting data for the research, the writer used test instrument to collect the data. The kind of test was subjective test. It's about their activity last week and their vacation experience.

The test consist of pre-test and post-test. Here is the following explanation about each kind of test:

a) Pre-test

At the first meeting, the researcher gave the studends some question, it was called pre-test. The purpose was to know the students' writing ability. Thus, the researcher conducted the treatment after gave pre-test to the students.

b) Post-test

The post-test gave in the last meeting after did treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test.

2. Observation

Observation is as election, modification, recognition, and coding ability in behavior and arganism situation that suitable with empiric goals.⁶ Furthermore, the researcher used this method to get data about students and teacher activities in learning process. Hence, the students' and teacher activities were observed and noted by the researcher.

3. Documentation

⁶ *Ibid.* p.98

Documentation is data collection method by investigating object in written source such as books, magazine, document, notes and others.⁷ Thus, the researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students at SMPN I Batanghari.

4. Field Note

Field note was observation instrument in the form of narration in which the observer provides the paper and record the activity related to the practice in the classroom before and after doing the action. In this research, the researcher will use field note to record the student's activity during the learning process in narration form.

E. Data Analysis Technique

To know the simulation technique can improve Students' Writing Recount Text Ability, the researcher administered the pre-test before using reporter simulation technique and post-test after using reporter simulation technique. To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:⁸

⁷ *Ibid.* p.102

⁸ Donald Ary.et.al, "*Introduction ton Research in Education. Eight Edition*", (USA: Wadsworth Cengage Learning, 2010), Page 108.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

Then, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II.⁹ The minimum cycle in CAR (Classroom Action Research) was two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle able to be stopped until cycle II.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:¹⁰

$$P = \frac{F}{N} \times 100\%$$

⁹ Daniel R. Tomal, “*Action research for Educator. Second edition*”, (United Kingdom: Rowman & Littlefield Publishers.Inch, 2010), Page 109.

¹⁰ Timothy C. Urdan, “*Statistics in Plain English*”, (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

P : Class Percentage

F : Frequency

N : Number of Student

Data analysis will be conduct step by step the average score of the pre-test and post-test.

The formula to get the average of pre-test and post-test as follow:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Note:

\bar{x} = Average

$\sum x_i$ = Total of Score

n = Total of Students.¹¹

F. Indicator of Success

The research reputed to be success if 80 % of students got minimum score at least 70 and there is improvement students learning activity in teaching learning process after using Grammar Translation Method in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

¹¹ Sudjana, *Metoda Statistika*, Tarsito, Bandung, 2002, p. 67.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

1. Description of Research Location

a. The History of SMPN 1 Batanghari

SMPN 1 Batanghari is KaptenHarun 46 Banarjoyo, Kecamatan Batanghari. It was established on April, 2 1983. SMPN 1 Batanghari has accreditation status of B and had been lead by the following principals:

1. 1983- 1990 had been lead by Mr. Drs. BaharudinHarahap
2. 1990-1997 had been lead by Mr. Drs. Hasan B asri
3. 1997- 1998 had been lead by Mr. Sugeng R
4. 1998-2006 had been lead by Mr. Drs. Edi Sutrisno, MM
5. 2006-2007 had been lead by Mr. Sugeng, S.Pd
6. 2007-2009 had been lead by Mr. Drs.M. Ngadenan
7. 2009-2010 had been lead by Mr. DrsSunardi, M.Pd
8. 2010-2013 had been lead by Mr. SurcasS.Pd.M.Si
9. 2013-2014 had been lead by Mr. Drs.BudiSantoso, M.Si
10. 2014 utill now is lead by Mrs.Ngatemì, S.Pd

SMPN 1 Batanghari established with school statistic number 30 1 12 02 09 043. Now, SMPN 1 Batanghari has three levels of class. Those are the tenth, eleven,twelve grades with the total class are 21, 1 library, 2 teacher room, 1 headmaster room, 3 Laboratories. The total numbers students are 624 consist.SMPN 1 Batanghari has 47 teachers.

b. Vision and Mission of SMPN 1 Batanghari**1) Vision**

- a) Having Quality
- b) Religious
- c) Populist

2) Mission

- a) Building Harmonious Relationship and Democratize
- b) Improvement Insight
- c) Optimal of Utilization
- d) Improvement of Learning Process

3) Objective

Creating a good graduation of SMPN 1 Batanghari who have good quality of skill in religion and competent.

4) Strategy

- a) Make a discussion with another parties’.
- b) Intensive development to the teacher and all of employee
- c) Added and utilization of infrastructure
- d) Guided course in intra or extra
- e) Continue and control to students activity.

2. Students Quantity of SMPN 1 Batanghari

The student's quantity of SMPN 1 Batanghari in the Academic Year of 2016/2017 is that can be identified as follows:

Table 4
The Students Quantity of SMPN 1 Batanghari
in the Academic Year of 2016/2017

NO	CLASS	TOTAL
1.	Class VII	215 students / 7rombel
2.	Class VIII	226 students / 7rombel
3.	Class IX	183 students / 7rombel
TOTAL		624 students / 21rombel

3. The Infrastructure Situation of SMPN 1 Batanghari

To support teaching and learning process SMPN 1 Batanghari has fast upgrading facility like added facility CCTV in each class, doors, gate, headmaster room, and the teacher room. These building and facilities can be seen on the appendix page

B. Description of the Research

In this research, the researcher as an English teacher and Miss.LarasWiraswesti, S.Pd the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

1. Cycle 1

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

a. Pre-Test

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Wednesday, November 09th, 2016 at 07.30 A.M until 09.00 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about recount text for 40 minutes by using explanatory method. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of four topics which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below:

Table 5

The Result of Pre-Test Score of Writing Recount Text

N O	Students Code	Criteria of The Score					TOTAL	Note >70
		C	O	V	L	M		
1	AA	21	10	13	18	3	65	Failed
2	ASP	17	11	7	13	4	52	Failed
3	ASH	21	15	14	12	4	66	Failed
4	AFP	22	17	13	20	5	77	Passed
5	AFM	17	10	12	5	2	46	Failed
6	A	21	14	10	11	4	60	Failed
7	AI	17	9	13	11	2	52	Failed
8	BBP	18	13	11	13	3	58	Failed
9	BP	23	17	14	17	4	75	Passed
10	DS	22	10	14	11	4	61	Failed
11	DEA	20	11	10	12	2	55	Failed
12	DS	24	18	15	18	4	79	Passed
13	DAA	13	12	9	11	2	47	Failed
14	F	22	13	10	17	3	65	Failed
15	HAD	21	12	10	13	3	59	Failed
16	KA	13	8	7	8	2	38	Failed
17	LJ	16	11	9	9	2	47	Failed
18	MA	21	8	10	10	3	42	Failed
19	MDP	17	8	7	8	2	42	Failed
20	MN	18	13	14	13	4	62	Failed
21	NF	17	7	7	9	2	42	Failed
22	N	17	7	11	17	3	55	Failed
23	RNG	15	7	12	8	2	44	Failed
24	R	16	12	7	10	3	48	Failed
25	RS	15	13	7	8	3	46	Failed
26	RAF	22	14	17	13	4	70	Passed

High Score							79	
Lowest Score							38	
Average							56	

To know the interval of class students who passed the score the researcher uses the formula $1 + 3,3 \times \log N$, which will be shown by the table below:

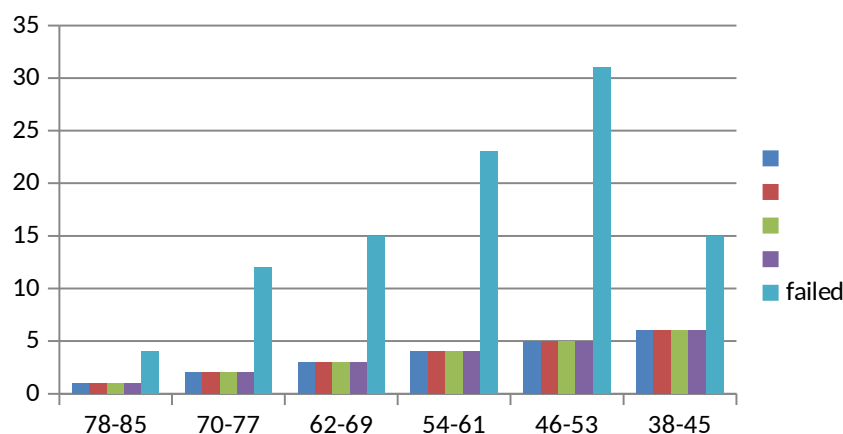
Table 6
Percentage of Students Writing Recount Text Pre-Test Score

Interval	Frequency	Percentage	Explanation
78-85	1	4%	Excellent
70-77	3	12%	Good
62-69	4	15%	Fair
54-61	6	23%	Poor
46-53	8	31%	Less
38-45	4	15%	Failed
Total	26	100%	

Then, the graph of percentage students writing Recount text pre-test score could be seen as follow:

Graph 1

Percentage of Students Writing Recount Text Pre-Test Score



Based on the result of student's writing Recount text pre-test score, it can be inferred that there was only 16% or 4 students for the score among the interval of 70-85 who passed the Minimum Standard Criteria (MSC) at least 70 while 84 % or 22 students for the score among the interval of 38-69 did not pass the Minimum Standard Criteria (MSC) or less than 70. It indicated that the result of students writing recount text was still low. It was the reason why the writer used Grammar Translation Method to increase students writing Recount text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Planning

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this section the researcher and the collaborator prepared some plans for

the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

c. Action

The action in the cycle one consisted of 3 meetings. It was carried out on Friday, November 11th, 2016 at 07.30-09.00 A.M, Saturday, September 12th, 2016 at 11.30 A.M – 13.00 P.M and Monday, September 14th, 2016 at 07.30-09.10 A.M.

1) First Meeting

The first meeting was conducted on Wednesday, November 9th, 2016 at 07.30-09.00 A.M and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mrs.LarasWiraswesti, S.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition of writing Recount text to the students. Afterwards the researcher divided the students into five small groups for discussion. Each groups consisted of four until five students which led by the leader to represent the group in the post session to conclude the result of their discussion.

2) Second Meeting

The second meeting was held on Monday, November 11th, 2016 at 11.30 A.M – 13.00 P.M and it took about 2x45 minutes or 90 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave learning material about the generic structure of writing recount text to the students. Afterwards the researcher divided the students into five small groups for discussion same as the previous meeting.

The teacher reviewed the lesson which had been taught in the previous session. The researcher gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully taken by them. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the text. The next session was quite same as the previous meeting. Then, before the time was up, the researcher gave a feedback to strengthen their understanding towards the material that they had learnt.

3) Third Meeting

The third meeting was conducted on Monday, November, 14th, 2016 this meeting used to post-test I, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking

the students' condition. Then, the researcher gave post-test to measure their skill. The kinds of the test are Essay which has same indicators as the previous test. Then the result of pos-test one could be seen on the table below:

Table 7
The Result of Students Writing Recount Text Post-Test I Score

NO	Students Code	Criteria of the Score					TOTAL	Note (>70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	70	Passed
2	ASP	22	13	18	17	4	74	Passed
3	ASH	23	17	19	12	4	75	Passed
4	AFP	24	17	17	18	4	80	Passed
5	AAM	17	13	14	17	3	64	Failed
6	A	22	15	14	15	4	70	Passed
7	AI	21	13	10	10	3	57	Failed
8	BBP	22	14	14	11	3	64	Failed
9	BP	23	17	15	18	4	77	Passed
10	DS	23	17	10	11	3	64	Failed
11	DEA	21	11	13	12	3	60	Failed
12	DSA	24	18	19	17	4	82	Passed
13	DAA	21	14	13	12	3	63	Failed
14	F	23	14	17	13	4	71	Passed
15	HAD	21	12	12	12	4	61	Failed
16	KA	14	13	8	6	3	44	Failed
17	LJ	15	13	9	9	3	49	Failed
18	MA	22	11	13	11	4	61	Failed
19	MDP	19	8	10	10	3	50	Failed
20	MN	23	16	15	15	4	73	Passed
21	NF	17	9	7	7	2	42	Failed
22	N	21	9	14	9	3	56	Failed

23	RNG	16	13	12	11	3	55	Failed
24	R	22	16	17	11	4	70	Passed
25	RS	21	13	14	14	4	66	Failed
26	RAF	23	17	17	18	4	79	Passed
High Score							82	
Lowest Score							42	
Average							65	

To know the interval of class students who passed the score the researcher used the formula $1+3,3 \times \log N$, that could be seen by the table below:

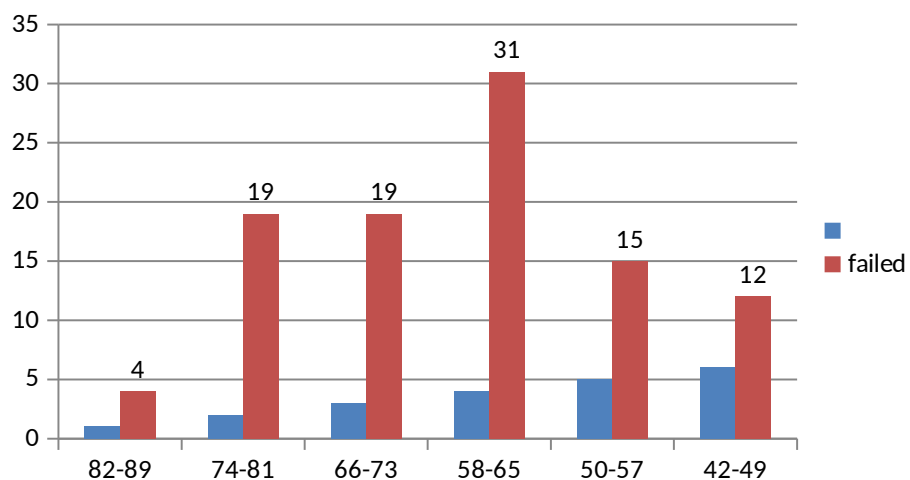
Table 8
Percentage of Students Writing Recount text Post-Test I Score

Interval	Frequency	Percentage	Explanation
82-89	1	4%	Excellent
74-81	5	19%	Good
66-73	5	19%	Fair
58-65	8	31%	Poor
50-57	4	15%	Less
42-49	3	12%	Failed
Total	26	100%	

Then, the graph of percentage students writing recount text post-test 1 score could be seen as follow:

Graph 2

Percentage of Students Writing Recount Text Post-Test 1 Score



Based on the result of student's writing recount text post-test 1 score, it can be conclude that there was only 58% or 15 students for the score among the interval of 42-65 did not passed the Minimum Standard Criteria (MSC) at least 70 while 42 % or 11 students for the score among the interval of 66-89 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of pos-test 1 was 65. It indicated that the result of students writing recount text was improved that the pre-test score was 55, but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

d. Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the

point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of student activities as follows:

- 1) The students pay attention the teacher explanation.
- 2) The students ask to the teacher about the material.
- 3) The students give an idea in teaching learning process.
- 4) The students respond the teacher questions.
- 5) The students can present their paper (result of discussion) in front of class.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 9
Result Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AA	√			√	√	3
2	ASP		√				1
3	ASH	√	√	√	√	√	5
4	AFP	√			√	√	3
5	AFM			√	√		2
6	A	√	√		√	√	4
7	AI		√				1
8	BBP		√		√		2
9	BP	√	√		√	√	4
10	DS	√					1

11	DEA		√				1
12	DSA	√	√	√	√	√	5
13	DAA	√			√		2
14	F			√		√	2
15	HAD	√		√	√	√	4
16	KA			√			1
17	LJ			√	√		2
18	MA	√		√	√	√	4
19	MDP		√				1
20	MN	√	√	√	√	√	5
21	NF			√	√		2
22	N			√	√		2
23	RNG	√	√			√	3
24	R	√	√	√	√		4
25	RS				√		1
26	RAF	√	√	√	√	√	5
Total		14	13	12	19	12	70
Percentage		54 %	50 %	46 %	73 %	46 %	

Note :

$\leq 50\%$: Not Active

$\geq 50\%$: Active

Table 10
Result Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AA	√			√	√	3

2	ASP		√	√			2
3	ASH	√	√	√	√	√	5
4	AFP	√			√	√	3
5	AFM	√		√	√		3
6	A	√	√		√	√	4
7	AI		√				1
8	BBP	√	√		√		3
9	BP	√	√		√	√	4
10	DS	√		√			2
11	DEA		√			√	2
12	DSA	√	√	√	√	√	5
13	DAA	√	√		√	√	4
14	F			√		√	2
15	HAD	√		√	√	√	4
16	KA			√			1
17	LJ		√	√	√		3
18	MA	√		√	√	√	4
19	MDP		√				1
20	MN	√	√	√	√	√	5
21	NF	√		√	√		3
22	N			√	√		2
23	RNG	√	√	√		√	4
24	R	√	√	√	√		4
25	RS				√		1
26	RAF	√	√	√	√	√	5
Total		17	15	14	20	14	80
Percentage		65 %	58 %	54 %	77 %	54 %	

Note :

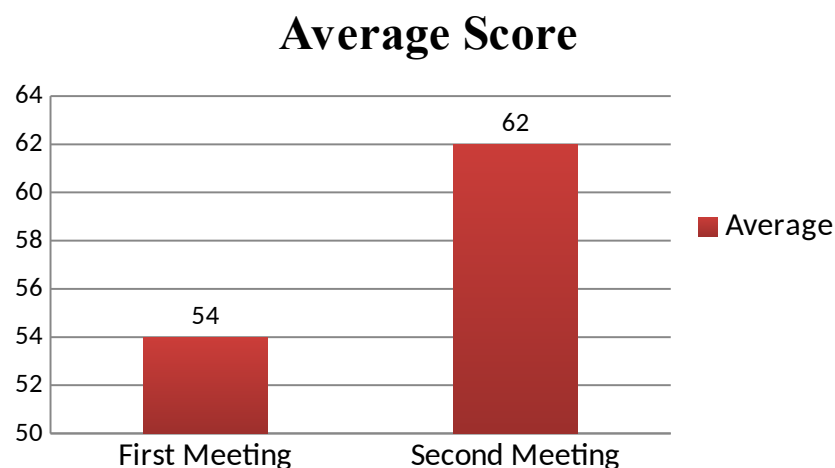
$\leq 50\%$: **Not Active**

$\geq 50\%$: **Active**

Table 11
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying Attention from Teacher's Explanation	54%	65%	11%
2	Asking to the teacher	50%	58%	16%
3	Answering teacher's question	46%	54%	27%
4	Giving an idea	73%	77%	4%
5	Present their result discussion	46%	54%	27%
Total		269%	308%	39%
Average		54	62	

Graph 3
The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 54 and second meeting was 62. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

e. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used grammar translation method. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

f. Reflection

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 12

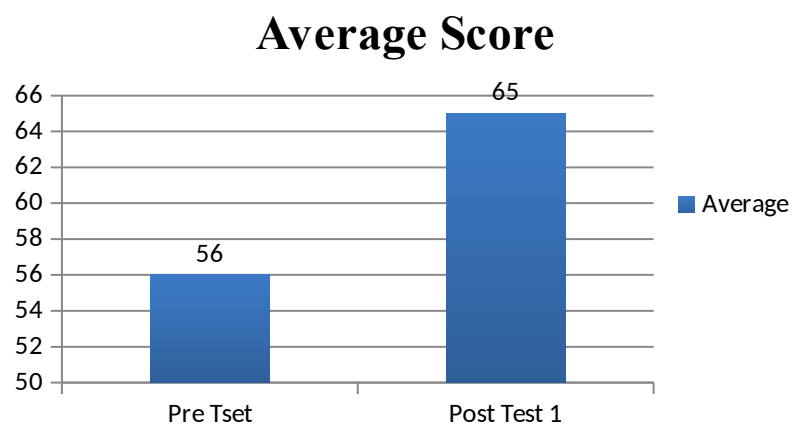
The Comparison between Pre-Test and Post Test-Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AA	65	70	5	Improve
2	ASP	52	74	22	Improve
3	ASH	66	75	9	Improve
4	AFP	77	80	3	Improve
5	AFM	46	64	18	Improve
6	A	60	70	10	Improve
7	AI	52	57	5	Improve
8	BBP	58	64	6	Improve
9	BP	75	77	2	Improve
10	DS	61	64	3	Improve
11	DEA	55	60	5	Improve
12	DSA	79	82	3	Improve
13	DAA	47	63	16	Improve
14	F	65	71	6	Improve
15	HMA	59	61	2	Improve
16	KA	38	44	6	Improve
17	LJ	47	49	2	Improve

18	MA	42	61	19	Improve
19	MDP	42	50	8	Improve
20	MN	62	73	11	Improve
21	NF	42	42	0	Improve
22	N	55	56	1	Improve
23	RNG	44	55	11	Improve
24	R	48	70	22	Improve
25	RS	46	66	20	Improve
26	RAF	70	79	9	Improve
Total		1453	1677	224	
Average		56	65		

Graph 4

Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 56 and average score of post-test I was 65 and the mean improvement score was 9 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful,

because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

2. Cycle 2

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repara the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing recount text. In this phase the researcher and collaborator made the planning that would

use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

b. Action

The action of cycle II consisted of three meeting that was conducted on Wednesday, November, 16th, 2016 at 07.30 A.M - 09.00 A.M, Friday, November 18th, 2016 at 11.30 A.M - 13.00 P.M and Wednesday, November 23th, 2016 at 07.30 A.M – 09.00 A.M.

1) First Meeting

The first meeting was held on Wednesday, November, 16th, 2016 at 07.30 A.M - 09.00 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs.LarasWiraswesti, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about writing recount text. In section the researcher as the teacher also explained the used of past tense as the requirement of formula to make writing recount text well.

After explanation was done, the teacher ask to the students about the material, is the students are understand or not. In this

meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the recount text in post session. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Fiday, November, 18th, 2016 at 11.30 A.M - 13.00 P.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs.LarasWiraswesti, S.Pd as the collaborator as well as an observer. The process of this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session.

It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and

sharing about the text independently. Then, before the time was out the researcher give a motivation and feedback to strengthen the students understanding.

3) Third Meeting

The thrid meeting was conducted on Wednesday, November 23th, 2016 at 11.30 A.M – 13.00 P.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave posttest II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 13

The Result of Students Writing Recount Text Post-Test II Score

N O	Student s Code	Criteria of The Score					Total	Note
		C	O	V	L	M		
1	AA	24	15	18	19	4	80	Passed
2	ASP	23	18	18	20	5	84	Passed
3	ASH	23	17	20	17	5	82	Passed
4	AFP	26	18	17	19	5	85	Passed
5	AFM	22	15	17	19	4	77	Passed
6	A	23	17	17	18	4	79	Passed
7	AI	21	1	1	11	3	59	Failed

			4	0				
8	BBP	22	1 6	1 4	13	3	68	Failed
9	BP	23	1 7	1 5	21	4	80	Passed
10	DS	23	1 8	1 1	16	4	72	Passed
11	DEA	22	1 9	1 5	15	4	75	Passed
12	DSA	25	1 9	1 9	16	5	84	Passed
13	DAA	23	1 5	1 3	16	4	71	Passed
14	F	24	1 8	2 0	19	5	86	Passed
15	HAD	23	1 4	1 3	11	4	65	Failed
16	KA	21	1 4	1 4	17	4	70	Passed
17	LJ	15	1 2	1 1	13	3	54	Failed
18	MA	23	1 6	1 8	17	4	78	Passed
19	MDP	21	9	1 0	13	3	56	Failed
20	MN	23	1 6	1 5	18	4	76	Passed
21	NF	18	9	7	8	3	45	Failed
22	N	21	1 3	1 4	10	3	61	Failed
23	RNG	21	1 7	1 3	16	3	70	Passed
24	R	23	1 8	1 7	18	4	80	Passed

25	RS	22	1 5	1 7	12	4	70	Passed
26	RAF	25	1 8	1 8	19	5	85	Passed
High Score							86	
Lowest Score							45	
Average							74	

To know the interval of class students who passed the score the researcher used the formula $1+3,3 \times \log N$, that could be seen by the table below:

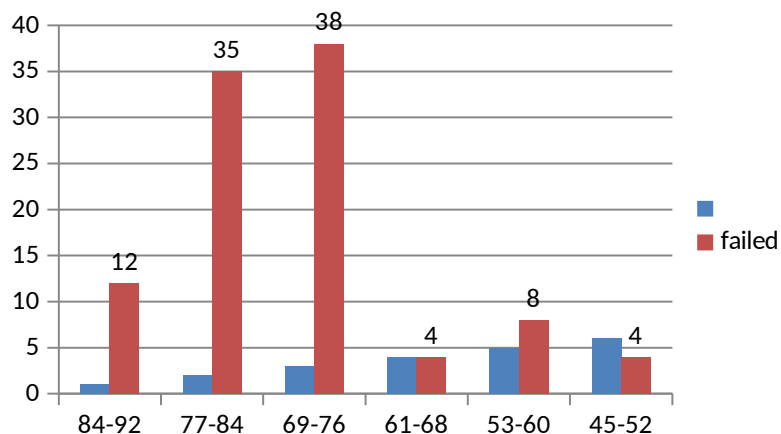
Table 14
Percentage of Students Writing Recount Text Post – Test II Score

Interval	Frequency	Percentage	Explanation
84-92	3	12%	Excellent
77-84	9	35%	Good
69-76	10	38%	Fair
61-68	1	4%	Poor
53-60	2	8%	Less
45-52	1	4%	Field
Total	26	100%	

Then, the graph of percentage students writing recount text post-test II score could be seen as follow:

Graph 5

Percentage of Students Writing Recount Text Post-Test II Score



Based on the table above, it can be seen that total from 26 students who get score among the interval 84-92 was 12%, students who get interval 77-84 was 35%, interval 69-76 was 38%. Then the students who did not pass the minimum standard criteria were 16% among the interval 45-68. It could be conclude that 83% among the interval 69-92 students was passed the minimum standard criteria.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get

reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 15
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AA	√		√	√	√	4
2	ASP		√	√			2
3	ASH	√	√	√	√	√	5
4	AFP	√		√	√	√	4
5	AFM	√		√	√		3
6	A	√	√		√	√	4
7	AI		√	√			2
8	BBP	√	√		√	√	4
9	BP	√	√		√	√	4
10	DS	√		√			2
11	DEA	√	√	√		√	4
12	DSA	√	√	√	√	√	5
13	DAA	√	√		√	√	4
14	F	√	√	√		√	4
15	HAD	√		√	√	√	4

16	KA		√		√		2
17	LJ	√	√	√	√		4
18	MA	√		√	√	√	4
19	MDP		√				1
20	MN	√	√	√	√	√	5
21	NF	√		√	√		3
22	N	√		√	√		3
23	RNG	√	√	√	√	√	5
24	R	√	√	√	√		4
25	RS		√		√		2
26	RAF	√	√	√	√	√	5
Total		21	17	20	20	16	94
Percentage		81 %	65 %	77 %	77 %	62 %	

Note :

≤ 50% : **Not Active**

≥ 50% : **Active**

Table 16
Observation Result of Students Learning Activity at
Second Meeting in Cycle II

N o	Student s Code	Indicators					Tota l
		1	2	3	4	5	
1	AA	√		√	√	√	4
2	ASP	√	√	√		√	4
3	ASH	√	√	√	√	√	5
4	AFP	√	√	√	√	√	5
5	AFM	√		√	√	√	4
6	A	√	√	√	√	√	5

7	AI		√		√		2
8	BBP	√	√	√	√	√	5
9	BP	√	√		√	√	5
10	DS	√		√		√	3
11	DEA	√	√	√		√	4
12	DSA	√	√	√	√	√	5
13	DAA	√	√		√	√	4
14	F		√	√	√	√	4
15	HAD	√		√	√	√	4
16	KA	√		√	√		3
17	LJ	√	√	√	√		4
18	MA	√	√	√	√	√	5
19	MDP		√				1
20	MN	√	√	√	√	√	5
21	NF	√	√	√	√	√	5
22	N	√		√	√		3
23	RNG	√	√	√	√	√	5
24	R	√	√	√	√	√	5
25	RS	√		√	√		3
26	RAF	√	√	√	√	√	5
Total		23	19	22	23	20	107
Percentage		88%	73%	85%	88%	77%	

Note :

≤ 50% : **Not Active**

≥ 50% : **Active**

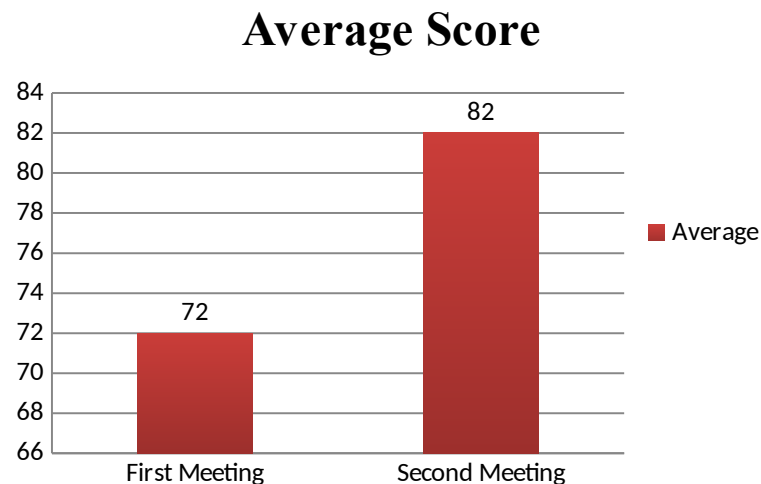
Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 17
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	Paying Attention from Teacher's Explanation	81%	88%	7%
2	Asking to the teacher	65%	73%	8%
3	Answering teacher's question	77%	85%	8%
4	Giving an idea	77%	88%	11%
5	Present their result discussion	62%	77%	15%
Total		362%	411%	49%
Average		72	82	

Then, to know the graphic of students learning activity between meeting I and meeting II at cycle II will be showed below:

Graph 6
The Comparison between First Meeting and Second Meeting of
Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 72%, in second meeting the mean percentage was 82% and the mean score both meeting was 77% with the improvement percentage was 49%. It could be conclude that the learning process of cycle II was successful

because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 18
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AA	70	80	10	Improve
2	ASP	74	84	10	Improve
3	ASH	75	82	7	Improve
4	AFP	80	85	5	Improve
5	AFM	64	77	13	Improve
6	A	70	79	9	Improve
7	AI	57	59	2	Improve

8	BBP	64	68	4	Improve
9	BP	77	80	3	Improve
10	DS	64	72	8	Improve
11	DEA	60	75	15	Improve
12	DS	82	84	2	Improve
13	DAA	63	71	8	Improve
14	F	71	86	15	Improve
15	HAD	61	65	4	Improve
16	KA	44	70	26	Improve
17	LJ	49	54	5	Improve
18	MA	61	78	17	Improve
19	MDP	50	56	6	Improve
20	MN	73	76	3	Improve
21	NF	42	45	3	Improve
22	N	56	61	5	Improve
23	RNG	55	70	1	Improve
24	R	70	80	10	Improve
25	RS	66	70	4	Improve
26	RAF	79	85	6	Improve
Total		167	1892	215	
Average		65	73	Mean (8)	
Lowest Score		42	45		
Highest Score		82	86		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 86 and the lowest score is 45. The average score of post-test II was 73. Besides, the percentage of students' successfulness of post-test II score was 85% or 22 students of the total students passed the minimum standard criteria and 16% or 4 students did not pass the

minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was \geq 70% students was gotten score 70. It indicated that the students' writing recount text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that grammar translation method could be students writing recount text.

C. Interpretation

Writing recount text would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by using grammar translation method can improve students writing recount. By using group work the students learn writing recount easier because the students could asking and discuss with the partner in the group. So, it has proved that grammar translation method could be one the interesting method to teaching writing recount text.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 80 minutes. It was done on Friday, 15th, 2016. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 9 the students' average were 56, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 4 students out of 26 students passed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' writing recount text mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, November, 14th, 2016.

Based on the table 11 the students' average was 65. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 11 students out of 26 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 42% passed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Monday, November 21th, 2016. Based on the table 16 the students' average were 74, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 22 students out of 26 or 85% students passed of the minimum standard criteria and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below

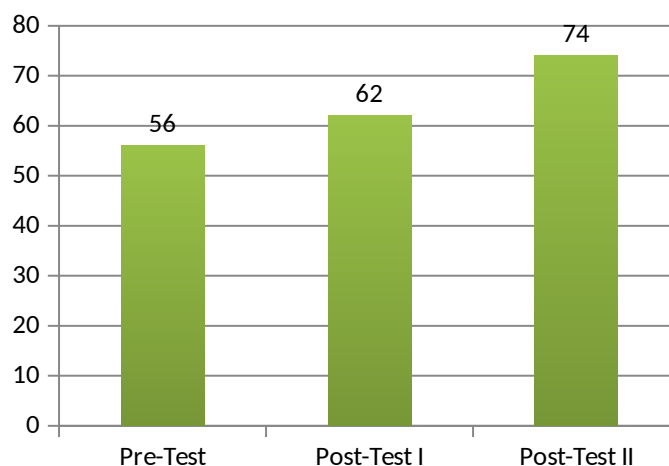
Table 19

The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	80
2	52	74	84
3	66	75	82
4	77	80	85
5	46	64	77
6	60	70	79
7	52	57	59
8	58	64	68
9	75	77	80
10	61	64	72
11	55	60	75
12	79	82	84
13	47	63	71
14	65	71	86
15	59	61	65
16	38	44	70
17	47	49	54
18	42	61	78
19	42	50	56
20	62	73	76
21	42	42	45
22	55	56	61
23	44	55	70
24	48	70	80
25	46	66	70
26	70	79	85
Total	1463	1677	1922
Average	56	65	74

Based on the table above, it can be describe in the graph as follow:

Graph 7
The Average Score of Students Writing Recount Text in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 56 to 65. There is improving about 9 point. Then from the cycle II have progress average score from 65 to 74, there is increasing about 9 point.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

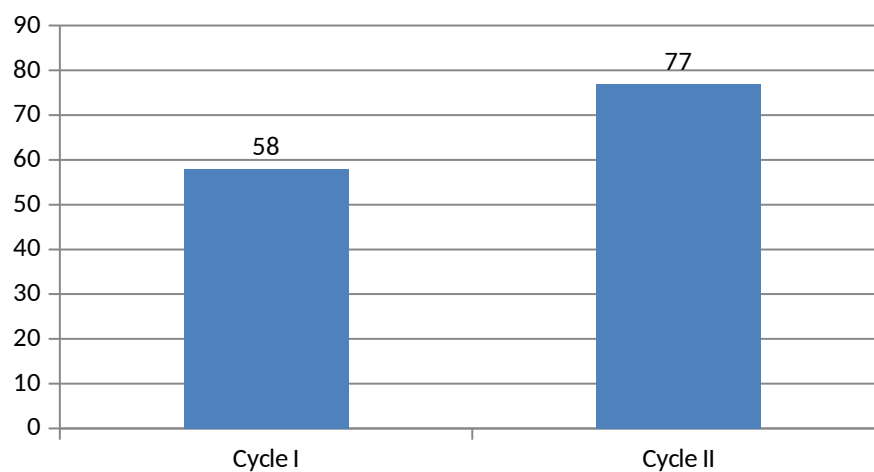
Table 20
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	Cycle I	Cycle II	Improvement
1	Paying Attention from Teacher's	60%	85%	25%

	Explanation			
2	Asking to the teacher	54%	69%	15%
3	Answering teacher's question	50%	81%	31%
4	Giving an idea	75%	83%	8%
5	Present their result discussion	50%	69%	19%
Total		289	387	98
Average		58%	77%	20%

Graph 8

Percentage of Students Activities at Cycle I and Cycle II



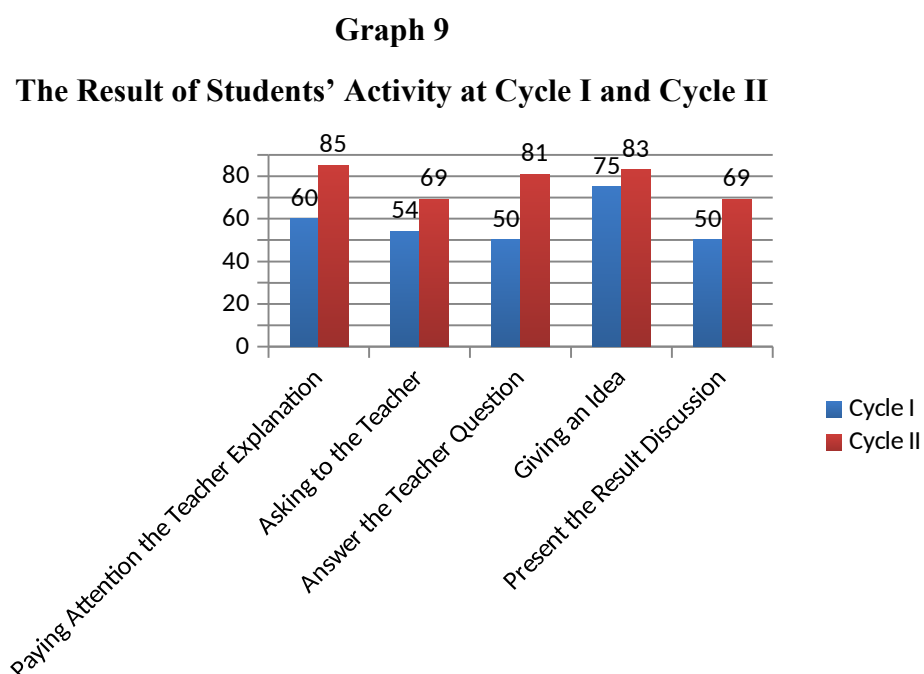
Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 58% become 77% at cycle II. The students' activity to pay attention towards teacher's explanation from cycle I to cycle II improved by the percentage at least 60 % in cycle I become 85% in cycle II and the improvement percentage was 25%.

Then the students' participation to ask the teacher improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 54% and in cycle II 69% by the improvement percentage was 15%. The percentage of students' answer the teacher questions in cycle I was 50% and in cycle II was 81% by the improvement percentage was 31%. It would be conclude that this activity was improved also.

After that the student's participation to give their idea during the discussion improved significantly. The percentage of this activity in cycle I was 75 % and at cycle II was 83% by the improvement percentage was 8%. In the students' present their result discussion also improved. It could be seen in cycle I in which the percentage of this activity was 50% and in cycle II was 69% by the improvement percentage was 19%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying grammar translation method to teach writing recount text from cycle I to cycle II by the mean percentage consecutively from

58% to 77% in which the mean percentage was 19%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:



Based on the above discussion, it can be concluded that the community language learning method can improve the students' writing recount text at the eighth grade of SMPN 1 Batanghari in academic year 2016/2017 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 80% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of grammar translation method to increase writing, the researcher draws the conclusion as follows:

The eighth graders of SMPN 1 Batanghari in learning writing recount text by using Grammar Translation Method is better than before. It is supported by the result of pre-test, post-test 1 and post-test 2. There is improvement of each cycle. So, it means that the students' ability in writing recount text after the treatment by Grammar Translation Method is increase.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 16%, post-test I is 58% and then, the average score at post-test II is 80%. Based on the result above, it can be said that Grammar Translation method can improve students' recount text writing ability.

B. Suggestion

Regarding on the research finding and conclusion in the previous chapter, the researcher would like to deliver some suggestions as follows:

1. For English Teacher

- a. It is suggested for the English teacher to use grammar translation method because this method is effective to increase the students writing ability in learning.
- b. The writer expects that the result of this research as the positive contribution for the students to improve their writing ability, especially to make recount text writing ability.

2. For students.

- a. The writer expects that the result of this research as the positive contribution for the students to improve their writing ability, especially to make recount text writing ability
- b. It is suggested the students can improve their in recount text writing ability by using grammar translation method.
- c. The students are suggested to improve their vocabularies mastery in order that can success to understanding the text.

3. For Headmaster

- a. The headmaster are suggested to persuade the teacher to use grammar translation method to improve students writing ability.

- b. It is suggested for the headmaster in order to persuade the teacher to use grammar translation method because it is effective in teaching the material for the teacher.

BIBLIOGRAPHY

- AS Homby, *Oxford Advanced Learner's Dictionary*, Oxford University Press ,1993.
- A.S, Homby, *Oxford Advanced Learner's Dictionary*, Oxford University Press:1995.
- Bambang Setiyadi, *Teaching English as A Foreign Language*, Yogyakarta: Graha Ilmu, 2005
- Bram Barli, *Write Well*, Sanata Darma University, Yogyakarta, 1995.
- Brown H Douglas, *Teaching by Principles an Interactive Approach to Language*, Sun Fransisco Language Press, 2004.
- Brown H. Dougla,, *Teaching by principle*, University Sun Fransisco, the second edition.
- Daniel R. Tomal, *"Action research for Educator. Second edition"*, United Kingdom: Rowman & Littlefield Publishers.Inch, 2010.
- Djuharie, O. Setiawan, *Teknik dan Panduan Menerjemahkan*, Yrama Widya, Bandung, 2004.
- Donald Ary.et.al, *"Introduction ton Research in Education. Eight Edition"*, USA: Wadsworth Cengage Learning, 2010.
- George E. Wishonand Julia M.Burks, *Let's Write English*, New York: 1980
- Glazier F. Teresa and Wilsonpaige, *The last You Should Know about English*, USA:Prepress PMG, 2008.
- <http://understandingtext.blogspot.com>, *what-is-recount*, Mei 2016
- <http://www.thefreedictionary.com/ability.acsess> in Mei 2016
- [http/Wikipedia .com](http://Wikipedia.com) kind of method.html. acsess in juni 2016.
- Jean Mc. Niff, *Action Research Participles and practice*, London and New York:2007, Second Edition

Manser Martin H, *Oxford Learner's Pocket Dictionary*, New York : Oxford University Press, 1995.

M. Rosenberg, Vivian, *Reading Writing and Thinking: Critical Connection*, New York: Random House, 1989.

Siahaan, Sanggam, *"The English paragraph"*, Graha Ilmu, Yogyakarta, 2008.

Sudjana, *Metoda Statistika*, Tarsito, Bandung, 2002

Suharsimi Arikunto, et al, *Penelitian Tindakan Kelas*, Jakarta : Bumi Aksara, 2007.

Sunardi Dijawandono, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB, 1996.

Thornbury Scott, *How to Teach Grammar*, Malaysia, Longman, 2005.

Th. M. Sudarwati, Edudia Grace, *Look Ahead 1*, Erlangga, Jakarta: 2007.

Timothy C. Urdan, *"Statistics in Plain English"*, London: Lawrence Erlbaum Associate Publishers, 2015.

Siahaan, Sanggam, *"The English paragraph"*, Graha Ilmu, Yogyakarta, 2008.

Sudjana, *Metoda Statistika*, Tarsito, Bandung, 2002

Suharsimi Arikunto, et al, *Penelitian Tindakan Kelas*, Jakarta : Bumi Aksara, 2007.

Sunardi Dijawandono, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB, 1996.

Thornbury Scott, *How to Teach Grammar*, Malaysia, Longman, 2005.

Th. M. Sudarwati, Edudia Grace, *Look Ahead 1*, Erlangga, Jakarta: 2007.

Timothy C. Urdan, *"Statistics in Plain English"*, London: Lawrence Erlbaum Associate Publishers, 2015.