AN UNDERGRADUATED THESIS

INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU EAST LAMPUNG

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INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU EAST LAMPUNG

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MENINGKATKAN PENGUASAAN PLURAL NOUN SISWA MELALUI GRAMMAR TRANSLATION METHOD DI SD N 1 KEDATON SATU LAMPUNG TIMUR

ABSTRAK

By:

DEVI ARIYANTI

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah grammar translation method (GTM) dapat meningkatkan penguasaan plural noun siswa dan mencari tahu apakah grammar translation method dapat membuat proses pembelajaran menjadi menarik. Subjek dalam penelitian ini adalah dua belas siswa kelas empat SD N 1 Kedaton satu tahun pelajaran 2011/2012. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu: perencanaan, pelaksanaan, pengamatan dan pengayaan. Penelititan dilaksanakan secara collaborative dengan guru bahasa inggris dari SD N 1 Kedaton satu.

Dalam pengumpulan data, peneliti menggunakan tes, yaitu tes awal dan tes akhir, observasi, dan interview. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui sejauh mana penguasaa plural noun siswa sebelum dan sesudah dilaksanakannya penelititan tindakan kelas.

Hasil nilai rata-rata dari pre-tes dan post-test menunjukan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 48.3, dan di post-tes I = 71.25, telah terjadi peningkatan sebesar 22.95 poin. Kemudian, nilai rata-rata pada post-tes II = 80.4. juga telah terjadi peningkatan sebesar 9.15 poin dari pada pos-test I. Sedangkan, persentase siswa yang lulus pada pre-test = 25 % dari total keseluruhan siswa, dan pada post-test I = 91.7 %, dan kemudian, pada post-test II = 100 % siswa yang mampu lulus ujian. Berdasarkan hasil diatas, itu dapat disimpulkan bahwa grammar translation method dapat membantu meningkatkan penguasaan plural noun siswa. Metode ini membuat siswa tertarik dan termotivasi dalam proses pembelajaran. Sehingga, mereka merasa santai dalam mengerjakan tugas dan, ini juga membuat mereka lebih mudah dalam mengerti materi pembelajaran.

INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU EAST LAMPUNG

ABSTRACT

BY
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The problem of this research was to know whether the Grammar Translation Method can increase the students' mastery in learning plural noun and to know whether Grammar Translation Method can increase learning process to interest. The subject of this research was 12 students of four the grades SD N 1 Kedaton Satu in the academic 2011/2012. The action research was conducted in two cycles. Each cycle was conducted in two meetings. Each cycle consisted of planning, acting, observing, and reflecting. The research was conducted collaborative process with English teacher of SD N 1 Kedaton Satu.

In collecting data, the researcher used test, namely pre-test and post-test, observation, and interview. The purposes of pre-test and post-test were to know how far the students had mastery plural noun before and after being given the treatment.

The average result score of pre-test and post-test shows that there was increased score. The average score at pre-test was 48.3, and in post-test I was 71.25, it was increase 22.95 point. Then, the average score at post-test II was 80.4. It was increase 13.9 point better than post-test I. While, the percentages of the student's pass at pre-test was 25 % of total students, and at post-test I was 91.7 %, and then, at post-test II was 100 %. Based on the result above, it can be inferred that Grammar Translation Method can increase students' plural noun mastery. This method makes the students were interested and motivated in the class. So that, they felt enjoy to doing the task and it also makes them easier in studying the materials.

APPROVAL PAGE

The Tittle	:	INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AS SD N 1 KEDATON SATU IN ACADEMIC YEAR 2011/ 2012.
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RATIFICATION PAGE

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The undergraduated thesis entittled: INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU EAST LAMPUNG written by Devi Ariyanti, Student Number 0844957 English Education Study Program, has been examined (Munaqosah) in Tarbiyah Departement on Friday, October 12, 2012 at 11.00-12.00 a.m.

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Metro, Oktober 2012

To:
The honorable
The head of Tarbiyah Department State Islamic College (STAIN) of Jurai Siwo Metro

We have given guidance and enough improvement to the undergraduate thesis proposal which is written by:

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Title : INCREASING THE STUDENTS' MASTERY ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU IN ACADEMIC YEAR 2011/ 2012.

It has been agreed, so it can be continued to The Tarbiyah Department in order to be discussed on the Munaqosah.
Thank you very much.

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STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is original expect certain parts of it quoted from the bibliography mentioned.

Kedaton, October 2012
The Researcher



Devi Ariyanti
NPM. 0844957

MOTTO:

Life ends when we stop dreaming…
Hope' s lost when we stop believing…
And love fails when we stop caring…

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- My parents, father Riyanto and mother Sri Tuhansih who have vigorously done everything for their children. The biggeast thanks go to both of you. I highly love you very much.
- My lovely sister Ikke Seption Pitaloka. Thanks a lot for your deep love. I always remember our struggle in getting the important thing in our life "Education". Doing the best in every second in your life and always make our parents happy.
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The undergraduate thesis entitles "INCREASING THE STUDENTS' ON PLURAL NOUN THROUGH GRAMMAR TRANSLATION METHOD AT SD N 1 KEDATON SATU EAST LAMPUNG". This undergraduate is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English education study program of STAIN JURAI SIWO METRO.

The writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this undergraduate thesis that the writer can not mention one by one. First of all, the writer would like to express her thanks to Mr. Prof. Dr. Syaripudin M, Ag as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes to express her deep thanks to Mr. Dedi Irwansyah, M. Hum the second advisor who has given her knowledge and experience in finishing this research proposal. The writer also thanks to the collaborator Mr. Amas Ginanjar S,Pd who has helped the writer in this action research. Her big thank goes to Mr. Lapiyo Tri Sumarno, S. Pd the head master of SD

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To make mistake is humanity. Nobody is perfect. The writer realizes the imperfectness of this work, nevertheless she hopes that this little piece of work can contribute for better English teaching in general.

Tulung Balak, October 2012

The Researcher

DEVI ARIYANTI

ST.N. 0844957

TABLE OF CONTENTS

	Pages
COVER	i
TITLE	ii
ABSTRAK	iii
ABSTRACT	iv
APPROVAL PAGE	v
RETIFICATION PAGE	vi
NOTA DINAS	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xii
LIST OF TABLE	xvi
LIST OF FIGURE	xvii
LIST OF APPENDICE	xviii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Problem Identification	3
C. Problem Limitation	4
D. Problem Formulation	4
E. Objectives and Benefits of the Study	4

CHAPTER II REVIEW OF RELATED THEORIES

A. Theoritical Review	6
1. Concept of Grammar	6
2. Concept of Plural Noun	7
a. Definition of Plural Noun	7

b. Plural Noun Forms 8
3. History of Grammar Translation Method 11
4. Concept of Grammar Translation Method 12
5. Principles of Grammar Translation Method 13
6. Procedures of Grammar Translation Method..... 15
7. Typical Techniques of Grammar Translation Method..... 16
8. Using Grammar Translation Method in Plural Noun teaching..... 18
B. Hyphotheses 18

CHAPTER III RESEARCH METHODOLOGY

A. Object of the study 19
B. Location setting and action subject..... 19
C. Action Plan..... 20
a. Planning 22
b. Action..... 23
c. Observation..... 24
d. Reflection 25
D. Data Collection Method 25
E. Validity and Reliability..... 28
F. Data Analysis 28
G. Indicator of The Succes 30

CHAPTER IV RESULT AND DISCUSSION

A. Description of the Data 31
a. Cycle 1..... 31
b. Cycle 2 40
B. Discussion 48
1. Students Result Data 48
2.The Result of Cycle 1..... 47
3.The Result of Cycle 2..... 48

4.The Comparison of Pre Test and Post Test..... 49

CHAPTER V CONCLUTIONS AND SUGGESTIONS

A. Conclusions 51

B. Suggestions..... 52

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1 The object of the research 19

Table 2 The plan of the performance 23

Table 3 Students score at pre-test 31

Table 4 The frequency of the students' score at Pre-test 32

Table 5 The students' score at pre-test and post-test at Cycle I..... 36

Table 6 The frequency of the students' score in pre-test at Cycle I..... 36

Table 7 The frequency of the students' score in post-test1 at Cycle I..... 38

Table 8 The percentage of Students' activity at Cycle I..... 39

Table 9 The students' score at post test I and post test II at Cycle II 43

Table 10 The frequency of the students' score in post-test II at Cycle II..... 44

Table 11 The percentage of Students' activity in post test II at Cycle II..... 44

Table 12 The precentace of Students' Activities in Cycle 1 and 2 46

Table 13 The result of students Pre-test and Post-test 1 47

Table 14 The result of Students Post-test I and Post-test 2 48

LIST OF FIGURES

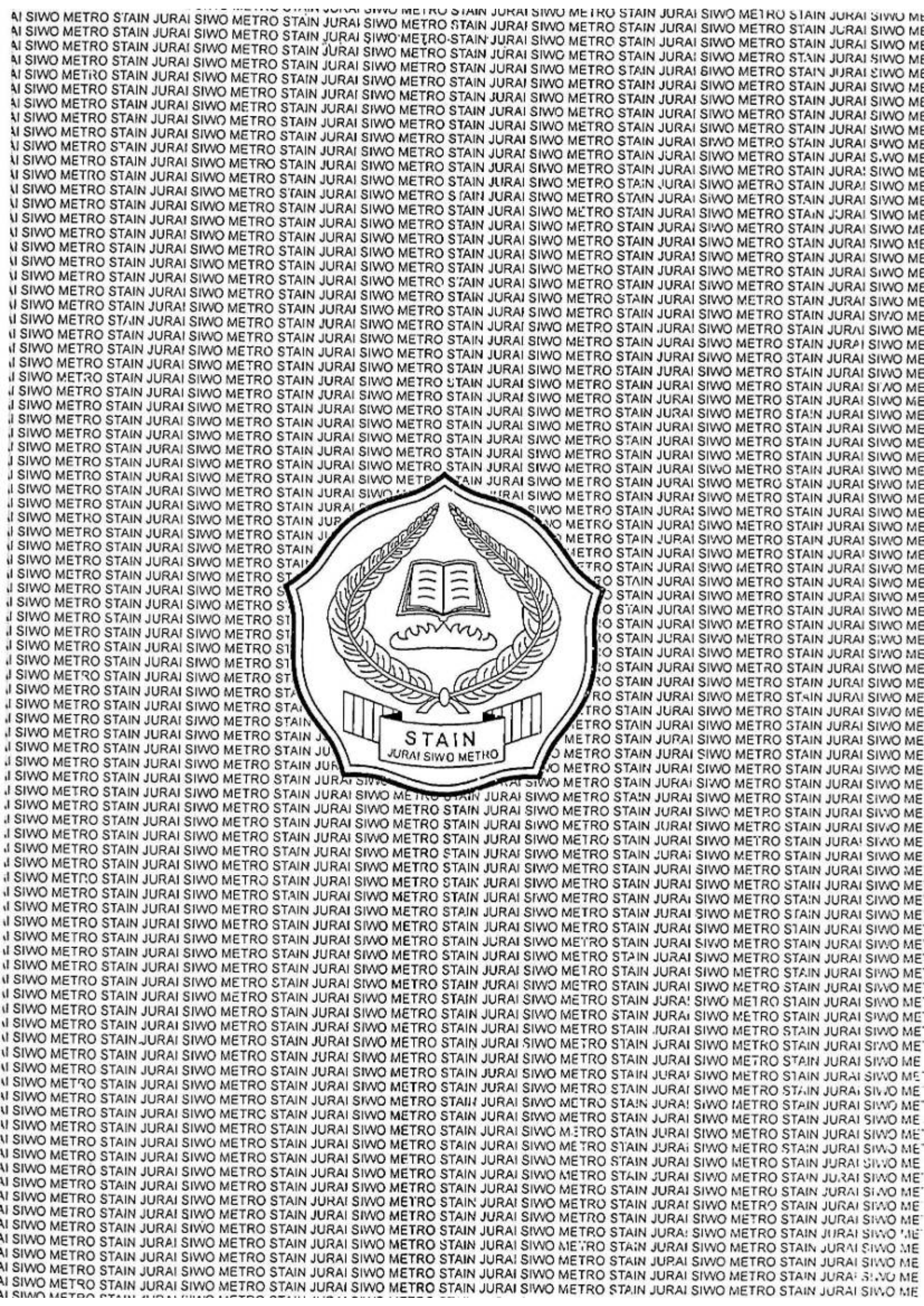
Figures 1 The result of the pre survey of plural noun test 2

Figures 2 Classroom Action Research 22

Figure 3 The result of Pre test and post test 42

LIST OF APPENDICES

Appendix 1	Syllabus four grade of SD N 1 Kedaton Satu in academic year 2011/ 2012
Appendix 2	Lesson plan for cycle 1
Appendix 3	Lesson plan for cycle 2
Appendix 4	Instrument test for pre test 1
Appendix 5	Instrument test for post test 1
Appendix 6	Instrument test for post test 2
Appendix 7	Students score at pre test and post test cycle 1
Appendix 8	Students score at post test 1 and post test 2 cycle 2
Appendix 9	Observation of the students' activities in cycle 1
Appendix 10	Observation of the students' activities in cycle 2
Appendix 11	The increase of student activities at cycle I and cycle II
Appendix 12	The example of the students exercise at pre-test
Appendix 13	The example of the students exercise at post-test I
Appendix 14	The example of the students exercise at post-test II
Appendix 15	Photo Documentation
Appendix 16	The field Note
Appendix 17	Names teacher and Staff
Appendix 18	School Maps of SD N 1 Kedaton Satu
Appendix 19	Surat Bimbingan Skripsi
Appendix 20	Surat Tugas
Appendix 21	Surat Keterangan Penelitian


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CHAPTER I

INTRODUCTION

A. Background of the study

English is important for the Indonesian in order to face the development of the world. It has also been an obligatory subject to Indonesian learners from elementary school up to university. All people know that English is international language and many countries use English as their first language. In study English, the students should have four language skills such as listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure. Those are the important components that must be balanced each other.

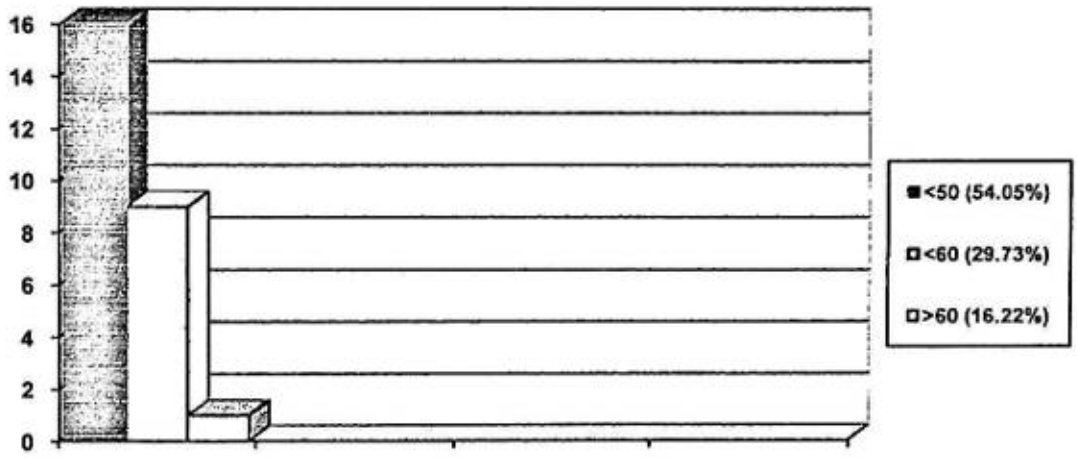
Besides vocabulary and spelling, structure is the important component learning english. We know that structure connects comprehension level about grammar and all of the structure form in using sentences to our communicative expression properly. It is widely known that structure is one of English elements. In English words have been traditionally classified into eight lexical categories or parts of speech (and are still done so in most dictionaries) like as noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Noun become an important material that should be mastered by elementary student. Because almost 75% material at fourth grade of elementary school is about noun. Noun is devided into two

forms, they are singular and plural noun. The using of singular and plural noun in a sentences, will influence to the choosing of the proper verb or to be will be used in the sentences. Unfortunately, the student get difficulties in using plural noun. Based on the write pre-survey test at March, 21, 2012, there in are many students still have difficulty in learning Plural Noun. It is proven by the low result that they have got based on the minimum requirement criteria (KKM) of 6.00.

Figure I :

The result of the pre survey of plural noun test

in SD N I Kedaton Satu East Lampung



The charts above represents the students have answered the test about plural noun. The red color describes that there are seven students got the score ≤ 50 (in the low category) in plural noun test. In the yellow color describes about there are four students got the scores about ≤ 60 or about 29.73% (in the average category) in plural noun test. And in the dark blue color describes

about only one student got the scores about ≥60 or about 16.22% (in the high category) in plural noun test. It means that 54.05% of students in SDN 1 Kedaton Satu East Lampung have low ability in plural noun competence. And also this case is influenced by they are teaching and learning process. Therefore the research on analysis of plural noun material in the five graders of the SDN 1 Kedaton Satu East Lampung becomes interesting.

English grammar will be easier to be received, understood by the students and in the students' writing if the teachers use the suitable method. One of the teaching methods that can be used in grammar subject especially in plural noun subject is Grammar Translation Method (GTM). Grammar Translation Method (GTM) seems suitable in grammar learning because by using GTM the class will be taught in the students' native language. GTM also provides students with good mental exercise with helps develop student's mind. So by using GTM the Plural Noun learning in the class will be easier to be understood.

B. Problem Identification

Based on the background above, the researcher would like to identify the problem as follow:

1. The students have difficulties in memorizing and pronouncing the plural noun.

2. The students have low ability in comprehending the meaning of sentences.

C. Problem limitation

Since there is a great number of grammatical discussion, it is impossible to discuss all about it, therefore the researcher will only investigate about "Increasing the Students' Mastery on Plural Noun through Grammar Translation Method." The subject of this research will be the students at SDN 1 Kedaton Satu East Lampung in the academic year of 2011/2012.

D. Problem Formulation

Based on the problem above, the research would like to identify the problems as follow:

1. Will the use of Grammar Translation Method (GTM) increase the students' plural noun mastery at SD N 1 Kedaton Satu east Lampung in Academic year 2011/2012?
2. Will the use of Grammar Translation Method increase the students' enthusiasm in learning process at SD N 1 Kedaton Satu east Lampung in Academic year 2011/2012?

E. Objectives and Benefits of the Study

1. Objective of the study

In line with the formulation of the problem, this research aims to know whether Grammar Translation Method (GTM) can increase the

students' Plural Noun mastery and students' activities during learning process or not.

2. Benefit of the study

   a. For the teacher

      1. To give information to English teacher if Grammar Translation Method (GTM) can be effective to increase the students' learning plural noun material.
      2. To help the English teachers in finding an appropriate method to handle student' learning plural noun material.

   b. For the students:

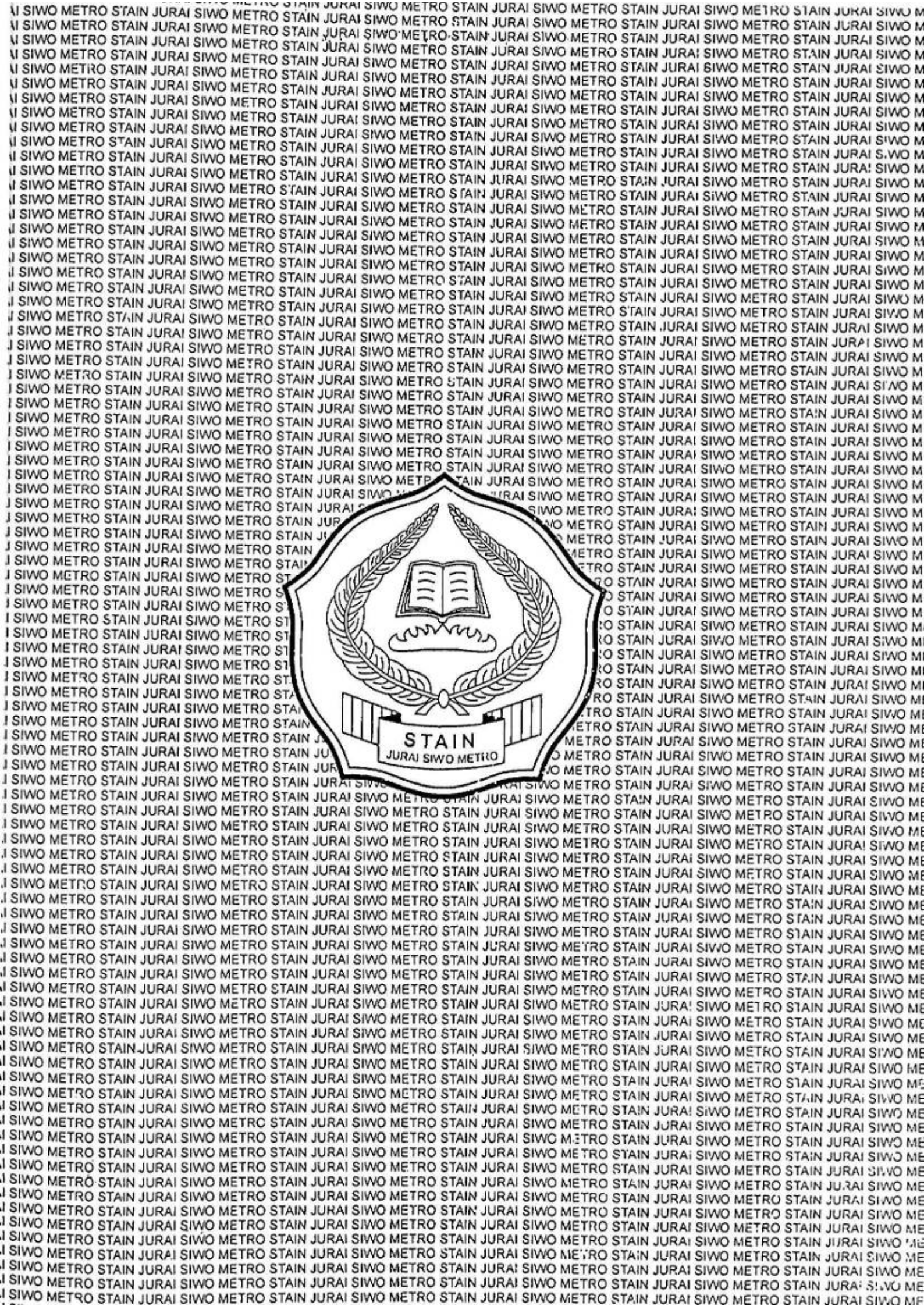
      1. To motivate the students to master the learning plural noun.
      2. To improve the result of the student learning.

   c. For the school

      This research can be as information to improve learning English in the future.

   d. For the researcher

      To information for further research with certain interest.


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CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Concept of Grammar

Grammar should be taught inductively. There may never be an explicit grammar rule given.[1] The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.[2]

Grammar is the native speaker's mental knowledge on how to produce and interpret a sentence they use in their daily communication.[3] From the statement Sanggam Siahaan, the writers try to assume that Grammar is knowledge of someone to produce and interpret a sentence in daily communication. Everyone has different knowledge on produce and interpret a sentence to communication. This differences' make someone different two other.

We introduce grammar which can easily be explained and presented.[4] From the statement Jeremi Harmer the writer concludes grammar should be taught by an easy word so that students are also easy to understand.

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[1] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Oxford University Press, New York, 1986, p.23

[2] *Ibid*, p.130

[3] Sanggam Siahaan, *Issues In Linguistics*, Graha Ilmu, Yogyakarta, 2008, p.23

[4] Jeremy Harmer, *The Practice of English Language Teaching*, Addison Wesley Logman Limited, Cambridge,1991, p.25

From some of the above explanation, the writer tries to conclude that grammar is the study of how words and their component parts combine to form sentences and about structural relationship in Language or in language, sometimes including pronunciation, meaning, and linguistic history.

2. Concept of Plural Noun

a. Definition of Plural Noun

Noun consists of things in the world, including people, animals, inanimate things, places, events, qualities and states. Nouns have singular and plural forms. Plural noun means more than one item. Examples of plural nouns are ***beds, boys, girls, books and cats***. They are created by adding a letter 's' to the end of a word or by adding 'es'.[5] Such as in ***churches, boxes or witches***. While singular means one item.

Sometimes we use a *plural* noun for *one* thing that has *two* parts. For example:

- Trousers (*two legs*) also jeans/tights/shorts/pants.
- Pajamass (*top and bottom*)[6]

b. Plural Noun Forms

a. Regular Plurals

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[5] Moh. Kusnadi.*Exellen English Grammar,* Bintang Usaha Jaya, Surabaya, 2011, p.27

[6] Raymond Murphy, *English Grammar*, Bumi Aksara, Jaammar in use, Cambridge University press, 1994, p.15

- The plural form of most nouns is created simply by adding the letter *'s'* to the end of the word[7]. *For example:* apple - apples, door – doors, bag - bags.
- Nouns that end in ***-ch, -x, -s, -sh,*** **or z.** The plural is formed by adding ***'es'*** to the end of the word. *For example:* church - churches, box - boxes.
- Nouns that end in a single **-z,** the plural are formed by adding ***'zes'*** to the end of the word. *For example:* quiz – quizzes.
- Most nouns ending in ***-o*** preceded by a consonant also form their plurals by adding ***'es'***. *For example:* potato - potatoes, tomato – tomatoes.
- Nouns ending in a consonant ***-y,*** drop the *y* and add ***'ies'***. *For example:* party - parties, lady – ladies.
- Most nouns ending in **-f** or **-fe,** drop the *f* and add ***'ves'***. *For example:* calf - calves, wolf – wolves.
- Most words ending in **-is,** drop the -is and add **-es.** *For example:* crisis - crises, hypothesis – hypotheses

b. Irregular Plurals

There are many common nouns that have irregular plurals. Many common nouns connected with human beings seem to be irregular. *For example:* **child – children, person – people, man – men, woman –**

[7] http://grammar.ccc.commnet.edu/grammar/nouns.htm

women. Other irregular common nouns are: **foot – feet, mouse – mice, tooth – teeth.** Some nouns have identical plural and singular forms, although they are still considered to have a plural form. *For example:* fish – fish, sheep – sheep, species – species.

c. Foreign Nouns

One form may be preferred over the other, or each form may have its own definition (May use foreign or English plural forms).

Foreign Singular	Foreign Plural	English Plural
Syllabus	syllabi (preferred)	syllabuses
Census		Censuses
Index	indices (math)	indexes (books)
Criterion	criteria (preferred)	criterions

d. Numbers

Numbers expressed in figures from their plurals by adding ***s***.

Singular Number	Plural Number
7	7s
1960	1960s

Numbers expressed in figures from their plurals by adding ***s***.

Singular Number	Plural Number

Forty	Forties
Three	Threes

e. Letters

Capital letters from their plurals by adding ***s*** to avoid confusion, add an apostrophe before the ***s*** to the plurals of ***A, I, M,*** and ***U.*** To avoid confusion in meaning, all lowercase letters from their plurals by adding an apostrophe and ***s.***

Singular Letter	**Plural Letter**
D	Ds
A	A's
I	I's

3. History of Grammar Translation Method

Orrieux, C. says that Latin and Ancient Greek are known as "dead languages", based on the fact that people no longer speak them for the purpose of interactive communication. Yet they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature, and up until fairly recently, for the kinds of grammar training that led to the "mental dexterity" considered so important in any higher education study stream.

Howatt in his book, points out The Classical Method (Grammar translation Method) was originally associated with the teaching of Latin and – to a much l[8]esser extent – ancient Greek.

The aim of teaching Latin and Greek was (and is) obviously not so that learners would be able to speak them. The aims were/are rather to develop:

- Logical thinking
- Intellectual capacities to attain a generally educational and civilizing effect
- An ability to read original texts in the languages concerned, at least in the better learners.

Interestingly, Howatt also states: "Grammar and Translation are actually not the distinctive features of Grammar and Transaltion, since they were already well-accepted as basic principles of language teaching. What was new was the use of invented, graded sentences rather than authentic literary texts in order to make language learning easier."[9]

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[8] Howatt, *The Empirical Evidence for the Influence of LI in Inter Language,* Latin and Greek, Cambridge, 1984. P. 98

[9] *Ibid,* p. 131

4. Concept of Grammar Translation Method

In the teaching language, the teacher as the guider should prepares a generalized set of classroom specifications for accomplishing linguistics objective; it can be called as method, before she/he gives the acting in the classroom. There are many methods that can be used by teacher in the teaching; one of the methods which is believed in the teaching especially in the grammar Translation Method (GTM).

Grammar Translation Method is a number of methods and techniques have evolved for teaching of English which maintains the mother tongue of learners as the reference particular in the process of learning the foreign languages. It can be used by teachers because the phraseology of the target language is quickly explained. Translation is the easiest way of explaining meaning or words and phrase from language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time will be wasted if the meaning of lexical items is explained through definitions and illustrations in the second language.

In the teaching of Latin and Greek grammar, the first language teaching method had already done. They used the method to design people to be able to speak, read and write Latin. The most popular method that they used was Grammar Method; they used it because the

method was the effective to teach the language. There were a number of attempts to improve the teaching of languages. One attempt was suggested by Meidenger, who advocated translation into the target language through the application rules of grammar.[10]

5. Principles of Grammar Translation Method

The purpose or Grammar Translation Method (GTM) in learning language as foreign language provides students with good mental exercise which helps develop student's mind to learn grammatical of language. The Grammar Translation Method (GTM) approach to language teaching has a belief that mental discipline was essential for strengthening the power of the mind.[11] Language learners are not expected to be able to use the foreign language for communication easily in Grammar Translation Method in using.

As a method that helps students mental exercise, there are several principles that consisted by Grammar Translation Method (GTM). The principles are, by using Grammar Translation Method (GTM), grammar rules are presented and studied explicitly. In the class, Grammar is taught deductively and then practiced through translation exercise, the primary skills to be developed are reading and writing and hardly any attention is

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[10] Bambang Setiyadi, *Teaching English As A Foreign Language,* Graha Ilmu, Yogyakarta, 2006, P.31

[11] Hery Yufrizal, *An Introduction to S econd Language Acquisition*, Pustaka Reka Cipta, Bandung, 2008, p. 153ff

paid to speaking and listening skills because the ability of communication in the target language is not a goal Grammar Translation Method (GTM). If the students make mistake in answering the question or do a task, teacher will correct it to make students produce the right form of the foreign language, and the goal foreign language learning is essential is the ability to understand the text written in the foreign language and mastering the grammar of the foreign language is essential in order for students to understand the written target language. Vocabulary is learn from bilingual word lists to make students easy in learning while in the class, the mother tongue is used for teacher as the medium of instruction. Finally, to know the students grade and success in learning, the paramount use of translation exercise is given.[12]

6. Prosedures of Grammar Translation Method

Although many new method that have been introduced to this day, the Grammar Translation Method (GTM) remains a standard methodology for teaching English as foreign language in Indonesia.

There are major characteristics in Grammar Translation Method (GTM). As Prator and Celce-Murcia who listed the major characteristic of the Grammar Translation Method. In the learning, classes are taught in the students' native language in learning target language and very little

[12] Bambang setiyadi, op, cit,. P 34

teaching is done in the target language. The area which is much emphasized is vocabulary and vocabulary in the target language learned through direct translation from the native language in the class. Instead, readings in the target language are translated directly and the discussed in the native language and little attention is paid to the content of texts. Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to the others. And in the classroom, when teacher uses Grammar Translation Method (GTM) she/he don't tend to pay attention more to the student's pronouncations.[13]

The procedures of teaching Grammar Translation Method (GTM) are simply a combination of activities of grammar teaching and translation. The teaching begins with English rule, isolated vocabulary items, and translation. The teacher who will explain the rules in her/his students' first language and she/he will use simple words to put into slot of grammatical rules. The grammar rules are memorized as units. The teacher will provide the class with other words and the translation. [14] When they do any kinds of mistakes, they are corrected and given the right answer.

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[13] Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*, 2001, p.18-19

[14] Bambang Setiyadi, loc, . cit., p. 36-37

Grammar Translation Method (GTM) is one of popular method that requires few specialized skills on the part of teachers. Test of grammar rules and of translation are easy to considered very important. If the students make errors or don't know an answer, the teacher supplies them with the correct answer.[15]

7. Typical Techniques of Grammar Translation Method

Diane Larsen-Freeman, provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method. The listing here is in summary form only.[16]

1) Translation of a Literary Passage *(Translating target language to native language)*
2) Reading Comprehension Questions *(Finding information in a passage, making inferences and relating to personal experience)*
3) Antonyms/Synonyms *(Finding antonyms and synonyms for words or sets of words).*
4) Cognates *(Learning spelling/sound patterns that correspond between L1 and the target language)*
5) Deductive Application of Rule *(Understanding grammar rules and their exceptions, then applying them to new examples)*

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[15] Larsen Freeman, Diane, *Teachique And Principles In Languge Teaching.* Oxfort University Press, 1986, p. 12

[16] *Ibid,* p. 13

6) Fill-in-the-blanks *(Filling in gaps in sentences with new words or items of a particular grammar type).*

7) Memorization *(Memorizing vocabulary lists, grammatical rules and grammatical paradigms)*

8) Use Words in Sentences *(Students create sentences to illustrate they know the meaning and use of new words)*

9) Composition *(Students write about a topic using the target language)*

Disadvantages

- The Grammar Translation Method may make the language learning experience uninspiring and boring.
- The Grammar Translation Method may also left the students with a sense of frustration when they travel to countries where the studied language is used (they can't understand what people say and have to struggle mightily to express themselves at the most basic level). This method neither approaches nor encourages the students' communicative competence.

8. Using grammar Translation Method in Plural Noun Teaching.

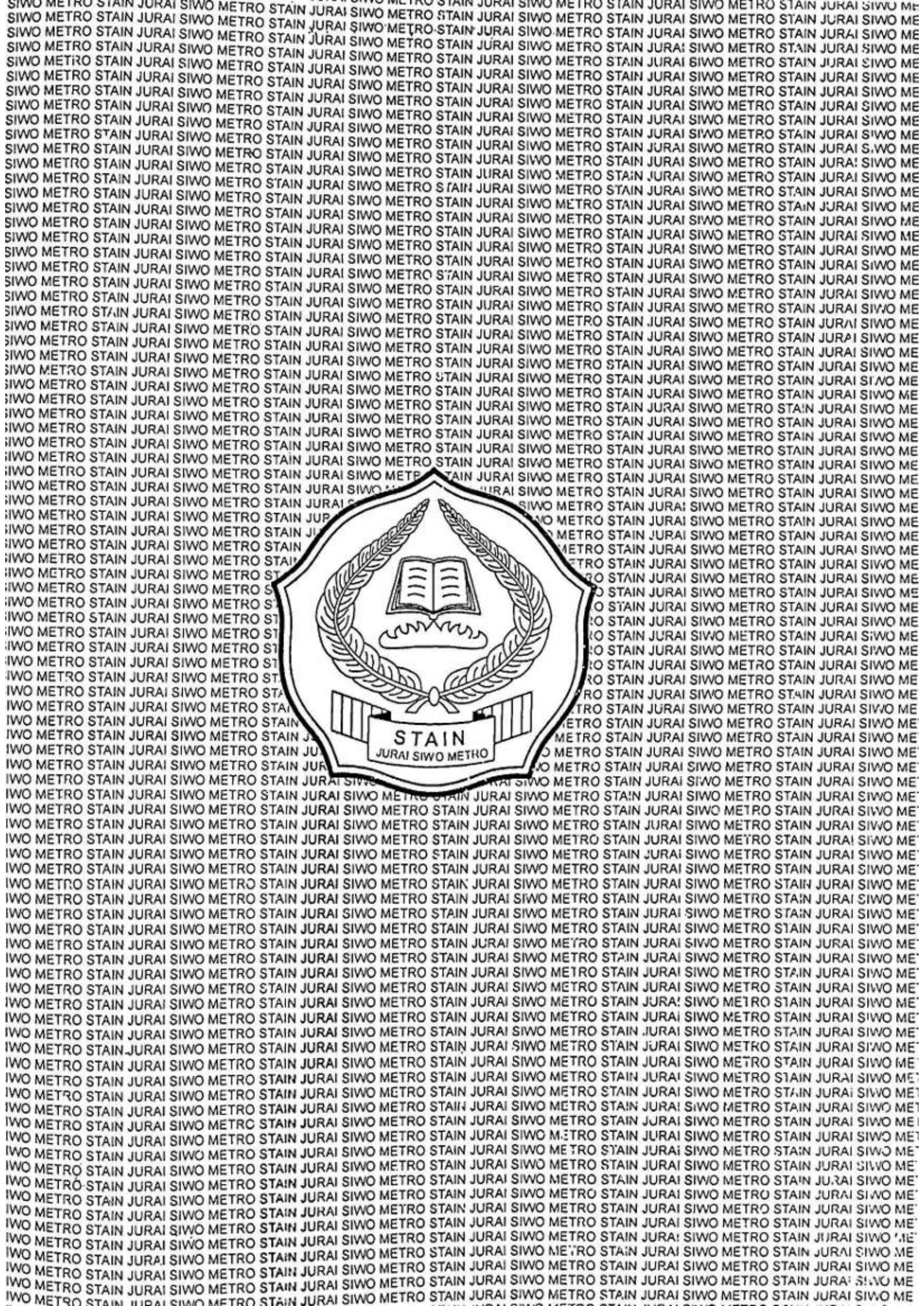
The example of lesson planning of Grammar Translation Method (GTM) in Plural Noun subject as follows: First, the teacher introduces the using of Plural Noun then explains the important of plural noun in the

sentences to the students. Second, the teacher gives an exercise that is related to Plural Noun which the exercise given is fill in the blank form. The students are asked to work individually and the teacher walks around and observe the students. Then, the teacher asks to the students to collect the task and discuss the result buy using the students' native language. At the last, the teacher explains more to the students about Plural Noun to make the students more understand about the subject and the teacher.

B. Hypotheses

The hypothesis of the study are:

1. By using the Grammar Translation Method, the students will be able to increase their mastery on Plural Noun at SD N 1 Kedaton Satu east Lampung in Academic year 2011/2012.
2. By using the Grammar Translation Method, the students will be interest in following the class at SD N 1 Kedaton Satu east Lampung in Academic year 2011/2012.


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CHAPTER III

RESEARCH METHODOLOGY

A. Object of the study

The object of classroom action research was the Increasing the student mastery on plural noun through Grammar Translation Method. The writer has chosen the class because most of the students were low ability especially in plural noun material.

Table I

The subject of the research

No	Class	Sex		Total
		Male	Female	
1	IV	7	5	12

B. Location setting and Action subject

This research had been conducted at SD N 1 Kedaton Satu. The elementary school was located on East Lampung. The numbers of the teacher were 12 teachers, one school guard and the total students from the I until VI classes are 102 students. And the subject of this research was students of SD N 1 Kedaton Satu East Lampung.

C. Action Plan

a. The concept of Class Action Research

According to Jean Mc Niff explains that action reserch is more than just doing activities.[17] That is Form of practice which involve data gathering, reflection on the action as it is presented through the data, generating evidence from the data, making claims to knowledge based on conclution drawn from validated evidence. Suharsimi Arikunto states that Classroom Action Research as a research that done in the class.[18]

b. The goals of Classroom Ation Research

1. To improve teaching process. Classroom Action Research (CAR) is astrategic way to improve education service specially in teaching process.
2. Developing teacher's skill based on the problem faced by the teacher in the class.
3. Developing the situation in learning process.[19]

c. The characteristics of classroom action research (CAR)

1. Specific purpose CAR is to develop the quality of process and learning achievement.

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[17] Jean McNiff with Jack Whitehead, Action Research: Principles and Practice, University Press, London and New York, 2002, p.16

[18] Suharsimi Arikunto, Suhardjana, Supardi, *Penelitian Tindakan Kelas,* PT. Bumi Aksara, Jakarta, 2004, hal.. 2

[19] Wina Sanjaya, *Penelitian Tindakan Kelas,* Kencana Predana Media Group, Jakarta, 2011, p.32

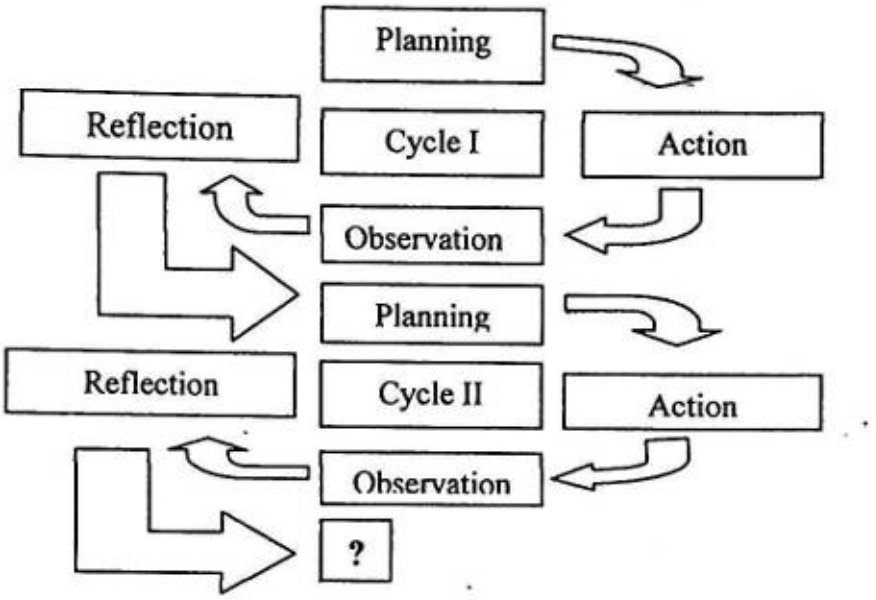
2. CAR is started from the problem faced by teachers during teaching-learning process. Started from planning, action, observation until reflection, the teacher is the actor.
3. The focus of research is learning process.
4. The teacher have responsibility and the result of ACT is on the teacher.
5. ACT is done suitable with learning program (syllabus).[20]

d. The strengthness when the teacher doing the classroom action research

1. They do not need to leave their workplace.
2. They can get the result from what they have planned.
3. If the treatment done the respondent get the result from the treatment. These point can not be met in other research.[21]In this classroom action research the writer would like to conduct the research in cycles. Each cycle consist of: planning, action, observation and reflection. Here in the step classroom action research design:

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[20] *Ibid,* p.33
[21] Sukardi, *Metodologi Penelitian Pendidikan,* PT. Bumi Aksara, Jakarta, 2003, p.201



Picture I Spiral Classroom Action Research[22]

a. Planning

Planning was the first step in each activity. Without planning the activities that the writer does would not focus. The planning will be reference in doing action. Here in the step that the writer could make in planning.

1. Prepared the material
2. Prepared the source of learning
3. Prepared the format of observation sheet
4. Prepared the format of value

[22] Suharsimi Arikunto, Suhardjana, Supardi, *Penelitian Tindakan Kelas,* PT. Bumi Aksara, Jakarta, 2004, hal.. 16

b. Acting

After finished the planning, the learning process would done in class four of SDN 1 Kedaton Satu. Related to the schedule in this class every performance 2 x 35 minutes, the write has done the research in cycles. In the each cycle the writer did the implementation in 3 performances.

Table II: The plan of the performances

Cycle I	Performance	Activity
	Warm-up	- Prayed and greeted the students - Checked the attendant list - Asked the students condition
	Presentation	- Chosed the appropriate with the material going to be taught.
	Practice	- Introduced what Plural Noun is?
	Follow-up	- Presented the material by using Grammar Translation Method to teach Plural Noun. - Presented picture the students some picture about plural noun. - The students paid the attention to the picture. - The teacher asked the students to Plural Noun by using Grammar Translation Method.

	Evaluate	- When the students made mistake, the teacher repeated the commands. - The students made read the word about plural noun in the picture with the meaning in Indonesian Language. - The teacher asked to the students to answer some question related to the topic. - The teacher gave the conclusion of the material. - Assiggned homework for the students. - Greeted for the student.

c. Observation

Observation can be defined as the selection, alteration, recording, and encoding a series of behavior and mood related to the organism in accordance with the objectives of the empirical.[23]

In this research the observation has been in learning process related as the schedule. The observation has done to collect the data. The data were taken from during the learning process by observer as collaborator.

[23] Edi Kusnadi, *Metodologi Penelitian*,Metro:Ramayana Press dan STAIN Metro, 2005, p.119

d. Reflection

The fourth step reflection, by reflecting the researcher has known the strength and weakness from the action. The researcher used the data for evaluation to make improvement for the next cycle.

D. Data Collection Method

In collecting data write will use the following steps:

1. Test

Test is a series of questions or questions used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.[24]

The writer used test as data collection method to measure the Grammar Translation Method in making Plural Noun. The writer measured the Plural Noun by used pre-test and post test.

a. Pre test

Pre test has purpose to know the students' Plural Noun mastery before they are given treatment. The kinds of test are multiple choices. The total numbers of items were 20 items. The score of each item were 5, so the total scores 100.

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[24] Edi Kusnadi, *Ibid.* p.105

b. Post test

The post test had been done after the treatments. After having the treatment, the student would have a post test. The form and the procedure of the post test were the same as pre test.

2. Observation

The research used observation as data collecting technique to observe the activity whether the students give attention more in learning process. The students' activity are observed and noticed by the researcher. The researcher also wants to know the school history, which are the first headmaster and the teacher's activity in the classroom.

3. Documentation

Documentation is a method used to get information from written source or documents like books, magazines, regulation, and note of meeting and daily report.[25] The outlines of documentation was used to know and data the sum of teacher, official employed, and Students at SD N 1 Kedaton Satu East Lampung.

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[25] Edi Kusnadi, *Ibid.* p.119

4. Field notes

To collect the data accurately, the writer uses the field notes. It will make the data analyzed simpler.

Generally, the field note is divided in two kinds they are descriptive field note and reflective field note. [10] The descriptive field note get by doing observation, interview or document. The reflective field note is perfecting form of descriptive field data. This note has been prepared systematically and given interpretation by the research. Based on the statement the writer will use observation and interview.

E. Validity and Reliability

Validity in CAR is needed to get the data and information that can be accounted for the truth. Data validity in this research was done through two things. They were (1) democratic validity, it is where the researcher is given a chance to collaborate and receive suggestion from related parties; and (2) dialogic validity, it was where the researcher and the collaborator discuss about the action they do.[11]

The instrument validity of this research was done by content validity and construct validity. Content validity was done to know what the items of the instrument can describe the indicator of the variable. The researcher

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[10] Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006) p. 250

[11] Wina, *Ibid.*, p. 41-43

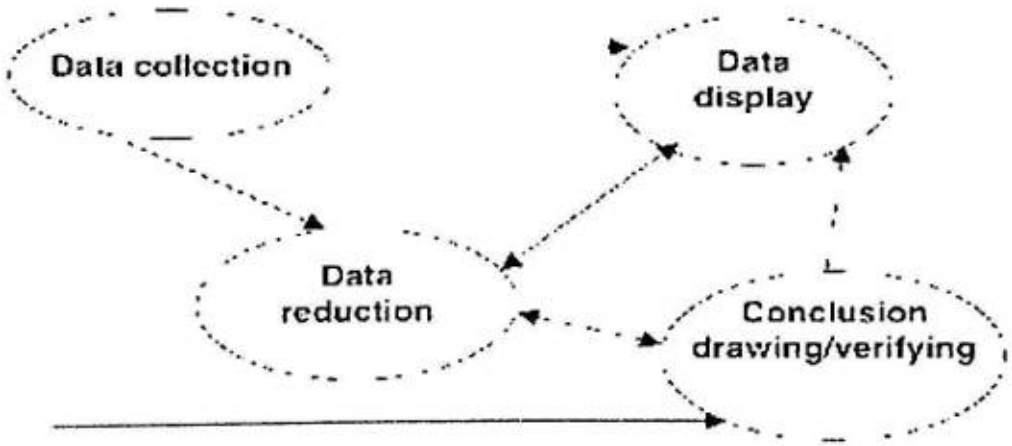
consulted every instrument to the judgment experts, and the teacher in field. Construct validity refers to whether the instrument actually reflect the true theoretical meaning of a concept.

In Classroom Action Research, to keep the reliability degree of the research result, the researcher can serve the real data.[12]

F. Data Analysis

This CAR used qualitative and quantitative data analysis technique. In this research, the researcher applied Miles and Huberman Model to analyze the data.

Figure 2. *Analysis Components of Miles and Huberman Model*[13]



Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the researcher gathers all data which are used to complete the research.

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[12] Wina, *Ibid.*, p. 44
[13] Sugiono, *Metode Penelitian Pendidikan*, (Bandung : Afabeta, 2010) p.338

2. The researcher reduces the data he had gotten by clarifying the homogeneous data and codifying or choosing specific things.
3. To display the data, the researcher will describe the data had been clarified suitable with the problem.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

The analysis of learning result will be conducted by taking the means of the pre test and post test. The formula is:

$$X = \frac{\Sigma X}{N}$$

Explanation:

X = Average score.

$\sum X$ = Total students score.

N = Total number of students.[14]

The researcher will compare the score in every cycle, to know the increasing of the students' mastery.

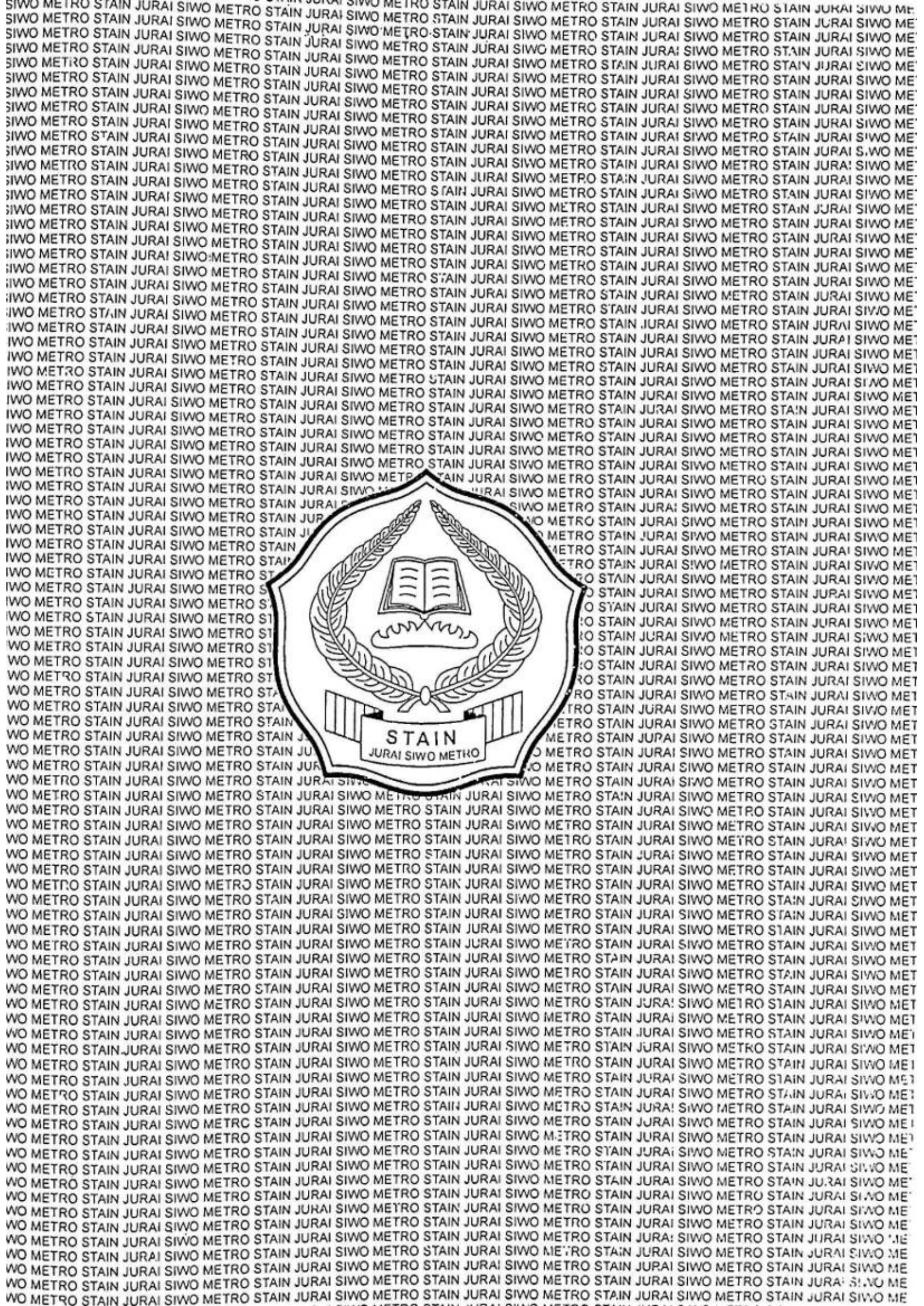
G. The Indicator of Success

The indicator of success in this research is based on both the process and the result of the research. From the process, the students of class IV were supposed to be success in learning if:

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[14] Burhan, Gunawan, Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University, 1999), p. 64

1. 70% of the students can learn in group actively.
2. 70% of the students can develop collaborative work one another.
3. 70% of the student can construct, contribute, and share knowledge and experience one another.
4. 70% of the students can complete the tasks on time.
5. 70% of the students can manage the time for learning effectively and efficiently.


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CHAPTER IV

RESULT OF THE RESEARCH

In this research, there is increasing in students' plural noun through grammar translation method. It can be seen from the explanation in the cycle I and cycle II below:

A. Description of the Research

This research was done in two cycles, since the research indicators had been reached at the second cycles. Starting from the first cycles was done in 28th June 2012, then the second cycle in 5th July 2012. Each cycle consisted of planning, acting, observing and reflecting.

a. Cycle 1

Cycle I was divided into planning, action, observation, and reflection. Nevertheless, before the process of cycle writer is doing, the researcher conducted the pre-test score for to know the student's score early and it is used as comparison score with post test. The result of the students' pre-test score can be explained, as follow:

Table 3
Students score at Pre-test

No	Name	Score Pre-test
1	AG	45
2	AN	40
3	AN'	25
4	IN	80
5	MU	35
6	OK	35
7	PU	50

8	RA	55
9	TO	45
10	WD	75
11	YN	65
12	ZA	30
Total		**580**
Average		**48.3%**

Table 4
The Frequency of Students' Score at pre-test

No	Students' score	Frequency	Percentages (%)
1	80 – 100	1	8.3 %
2	60 – 79	2	16.7 %
3	00 – 59	9	75 %
Total		**12**	**100%**

The table above shows that there is one student who got 80 – 100 and just two students got score 60 – 79. And nine students gave low score 0 – 59. The complete students were the students who fulfill the minimum standard at SD N 1 Kedaton Satu at has the score 60. So writer could compare that the success students were less than the unsuccess students. And from the result pre-test, the writer got the average of 48.3%, the result was unsatisfactory. It was the reason why the researcher used the grammar translation method as the method to increase the students' plural noun mastery.

1) Planning

In the cycle the researcher and collaborator (Amas Ginanjar S.Pd) would like to made and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan, they identified the problem in the classroom. Based on the teacher's experience and result of plural noun test in SD N 1 Kedaton Satu, He concluded that the problems that faced by students as follows:

1) Many students still could not get the general and specific information from the plural noun although the teacher had explained it.
2) Many students did not have a big enthusiast in the following lesson.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, task and evaluation for the second meeting.

2) Action

The first and the second meeting were conducted on June 28, 2012. It was opened by praying, greeting, checking the attendance list

and asking the condition of the students. The researcher as the teacher directly gave the material about plural noun.

Firstly, the teacher set lesson in plural noun that the example of sentence *"I have some **cherries**"* and *"The baby got the new **teeth**"*. It is done by guiding the student's word or sentence at least three or four times. The teacher was explaining the first about plural noun according the sentence *"I have some cherries"*. About the last word (cherries) is regular plural. Nouns ending in consonant –y drop the y and add "ies". Then, the teacher was explaining the second form according sentence *"The baby got the new tooth"*. In the last word (teeth) is irregular word. Many common nouns connecting with human beings seem to be irregular. For example other irregular common nouns are foot-feet, mouse-mice and etc.

Secondly, the teacher was asking the students to make a sentence and write in whiteboard. Some students wrote at the whiteboard using plural noun sentence "I like party", "I have a mouse". The teacher was asking to students read the sentence and asked to other students whether the sentence was true or not, and asked to student to fix the sentence. The students tried fix the sentence being "I like parties". The teacher asked the students to given applause and always given motivation.

After that, teacher was trying to explain the way to choose the word to make the true sentence using plural noun. *I need two **boxes**.* Noun that ending in *–ch, -x, -s, -sh, or –z.* The plural is formed by edding 'es' to the end of the word. The teacher asked students analyzed word by word.

Then, the teacher was asking the students to make small groups, consists of three or four students. And than the teacher using grammar translation method to telling one by one exercise. Teacher asked each group to discussion the correct answer and wrote in whiteboard. The teacher analyzed the answer with the students and gave the score.

At the end of the meeting, the teacher gave the post-test which consists twenty exercises, five multiple choices and five essay. Teacher was asking the students to finish them individually. Thirty minutes to done twenty exercises. Before the closing teacher asked the students to study at home and always gave motivation.

3) Observing

In observation of the teacher's action, the researcher presented three meetings in cycle I of learning to find information of plural noun lesson. The researcher explained plural noun and the strategy which can be used to write it. Although the researcher had explained the

plural noun but the students still confused and get difficulty to using it. The students who got score more than 80 in pre test cycle 1 only 1 students of 12 students.

In the third meeting the students began active and interested in teaching learning process. In the post test of cycle 1 only 6 students of 12 students who got 70.

Table 5

Students' score at Pre-test and Post-test Cycle I

No	Name	Score Pre-test	Score Post-test
1	AG	45	75
2	AN	40	65
3	AN'	25	50
4	IN	80	95
5	MU	35	65
6	OK	35	60
7	PU	50	60
8	RA	55	75
9	TO	45	75
10	WD	75	90
11	YN	65	85
12	ZA	30	60
	TOTAL	**580**	**855**
	AVERAGE	**48.3**	**50**

Table 6

The Frequency of Students' Score at Pre-Test Cycle I

No	Students' Score	Frequency	Percentage (%)
1	20-29	1	8.3 %
2	30-39	3	25 %
3	40-49	3	25 %
4	50-59	2	16.8 %
5	60-69	1	8.3 %
6	70-79	1	8.3 %
7	80-89	1	8.3 %
8	90-100	-	-
	Total	12	100 %

Student's Participants: 100 %

The students' mastery on plural noun can be seen in table 5. Table 5 showed that there were no students who gained 90-100 there were 1 student (8.3%) gained score 20-29, 3 students (25%) gained score 30-39, 3 students (25%) gained score 40-49, 2 students (16.8%) gained score 50-59, 1 student (8.3%) gained score 60-69, 1 student (8.3%) gained score 70-79, and 1 students (8.3%) gained score 80-89. The highest score in pre test cycle 1 was 80 and the lowest was 25. The average score was 48.3 and only 2 students (16.6%) who success got score more than 70.

It showed that the result of students' mastery on plural noun in the pre test cycle 1 was unsatisfactory. Because the criteria of students were successful in mastering material was students who got minimum

score of 70 and the class can be said success in achieving the material if 85 % of the students in the class got score at least 70.

Table 7

The Frequency of Students' Score at Post-Test Cycle I

No	Students' Score	Frequency	Percentage (%)
1	20-29	-	-
2	30-39	-	-
3	40-49	-	-
4	50-59	1	8.3 %
5	60-69	5	41.7 %
6	70-79	3	25 %
7	80-89	1	8.3%
8	90-100	2	16.7 %
	Total	12	100 %

Student's Participants: 100 %

The students' mastery on plural noun can be seen in table 7. Table 7 showed that there were no students who gained 20-29, 30-39. 40-49 there were 1 student (8.3%) gained score 50-59, 5 students (41.7%) gained score 60-69, 3 students (25%) gained score 70-79, 1 student (8.3%) gained score 80-89 and 2 students (16.7%) gained score 90-100. The highest score in post test cycle 1 was 95 and the lowest was 50. The average score was 71.25 and only 6 students (50%) who success got score more than 70.

It showed that the result of students' mastery on plural noun in the post test cycle 1 was unsatisfactory. Because the criteria of students were successful in mastering material was students who get minimum score of 70

and the class can be said success in achieving the material if 85 % of the students in the class got score at least 70.

In doing the research the researcher also observed the students activities, there were:

1. Pay attention to the teacher's explanation
2. Able to answer the teacher's questions
3. Able to respond the task exercises
4. Active in the group
5. Interested to ask to the teacher

Scoring:

Score 1, with percentage 20 %

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 80 %

Score 5, with percentage 100 %

Table 8

The Percentage of Students' Activity at Cycle 1

No	Name	Number of Students Activities	Percentage
1	AG	3	60 %
2	AN	3	60 %
3	AN'	2	40 %
4	IN	5	100 %

5	MU	3	60 %
6	OK	2	40 %
7	PU	4	80 %
8	RA	4	80 %
9	TO	3	60 %
10	WD	5	100 %
11	YN	4	80 %
12	ZA	2	40 %
	Total	40	66. 7 %

The students' activity in learning plural noun can be seen in table 8. This data explained that many students had low motivation in learning plural noun because many students still confuse in learning plural noun that given full English. It was caused their learning English was low.

4) Reflecting

Based on the result of cycle I, it can be seen that most of students got difficulties in answering the questions about plural noun. It happened because the students still confuse what was plural noun although the teacher had explained it. In the end of cycle I the result of the students' activities increased from first meeting until next meeting. The students' score also increased from the average in pre test 48.3 and the average in post test 50 but it was not fulfill The Completeness Standard (KKM) at least 85% students must get $\geq$ 60. In cycle 1

showed that only 6 students (50%) who got score more than 60. It was not fulfill the KKM.

Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

b. Cycle II

Cycle II are similar to cycle I, it was divided into planning, acting, observing, and reflecting. It will explain more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I is successfull, but the researcher was satisfied. Therefore, the researcher and teacher tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan such as the material, media, task, and evaluation for the first meeting and time allocation.

2) Acting

The implementation of this cycle was doing on two meetings. This meeting was done on July 5, 2012. This meeting was opened by greeting, checking attendance list, and motivating the students.

The researcher as the teacher gave material about plural noun that more explained to detail from Irregular plurals, regular plurals, numbers, plural nouns "a pair of", and foreigh nouns which in cycle I. From it, the researcher hoped that the students would be understood and able to developed their plural noun mastey. At firstly, the teacher was writing the sentence at the whiteboard *"I have 123s paper"* and *"I need glasses"* teacher was asking the students to read the sentence and explained again about plural noun. In plural noun also used numbers and plural noun a pair of.

Secondly, the teacher asked the students to more understand the plural noun, and then discuss exercise about plural noun *"my mother needs some potatoes"*. Teacher asked to students where plural noun in the sentence is? Potatoes is regular plurals. And than teacher write the sentence in whiteboard.

Then, the teacher was asked the students to make small groups again like at the cycle I. Cycle II the students more conducive because the teacher used grammar translation method to telling exercises. Teacher asked each group to discussion the correct answer and wrote in whiteboard. The teacher analyzed the answer with the students and gave the score according plural noun form.

When the time is over, the students tried to conclude the learning process at the day. After it, the teacher gave homework and motivated to them.

The second meeting was conducted on July 6, 2012, it is the post-test day. Model of test are multiple choices and essay that consist of twenty exercises like the Post-test cycle I, asked students to finish individually.

3) Observing

In observation of the teacher's action, the researcher presented three meetings in cycle II. The researcher explained plural noun and the strategy which can be used it. It was expected able to help students to get information the pattern of the plural noun easily. In this cycle the students were seriously following the class. They interested in find out something important in the sentences. It can be seen from the increasing of students score from post-test II in cycle II. In the post-test all students got score more than 70.

Table 9

Students' score at Post-test I and Post-test II at Cycle II

No	Name	Score Post-test I	Score Post-test II
1	AG	75	85
2	AN	65	80
3	AN'	50	65

4	IN	95	100
5	MU	65	75
6	OK	60	65
7	PU	60	75
8	RA	75	80
9	TO	75	75
10	WD	90	100
11	YN	85	100
12	ZA	60	65
	TOTAL	**855**	**965**
	AVERAGE	**71.25 %**	**80.4 %**

Table 10

The Frequency of Students' Score in Post-Test II at Cycle II

No	Students' Score	Frequency	Percentage (%)
1	20-29	-	-
2	30-39	-	-
3	40-49	-	-
4	50-59	-	-
5	60-69	3	25 %
6	70-79	3	25 %
7	80-89	3	25 %
8	90-100	3	25 %
	Total	12	100 %

Student's Participants: 100 %

The post-test was given to see the students' mastery plural noun through Grammar Translation Method in cycle II. The researcher gave the post-test at the end of cycle II. It was done to know whether improvements of students score in this cycle. The table above showed that the result of post-test fulfill the criteria of The Completeness Standard (KKM) where 100 % of 12 students get score >_60. The result of post-test showed that the highest score was 100 and the lowest was 65. The

average score was 80.4 %. It showed that they were successful in teaching learning process because 100 % students get score more than 60.

Table 11

The Percentage of Students' Activity in Post test II at Cycle 2

No	Name	Number of Students Activities	Percentage
1	AG	4	80 %
2	AN	4	80 %
3	AN'	3	60 %
4	IN	5	100 %
5	MU	5	100 %
6	OK	3	60 %
7	PU	5	100 %
8	RA	5	100 %
9	TO	4	80 %
10	WD	5	100 %
11	YN	5	100 %
12	ZA	4	80 %
Total		52	86.7 %

In the post test of cycle 2, the students' mastery in learning plural noun was increase. It can be seen from table. This table showed that all of students had high motivation and enthusiast in learning. They understood the material that had given and Grammar Translation Method can increase their mastery on plural noun.

4) Reflecting

Based on the percentage of students' activity in cycle II, it can be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. It can be seen from the students' score and activities. The students' score and activities in cycle II were better than in the cycle I.

The students' score increase in cycle II, in the pre-test of cycle I the average score was 25, the students' were success 16.6 % (2 students) and the students who were not success 83.4 % (10 students). In the post-test was gotten average 80.4, 100 % of 12 students got score more than 60. It was fulfill the Completeness Standard that 85 % of the students in class got score at least 60.

Based on the result above, the researcher concluded that this research is successful and would be not continued in the next cycle.

B. DISCUSSION

In this session, the researcher will discuss the interpretation of the result of the research. The researcher would like explain the result score by comparing the data, as follow:

1. Students Result Data

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follow:

Table 12

Table of the Percentage of Student's Active in Cycle I and II

No.	Criteria	Cycle I	Cycle II
1.	Student activity	40	52
2.	Percentage of active students	66.7%	86.7%

Source : Table of the Result of Observation Sheet,

Based on the data above, it can be concluded that students felt comfortable with the learning process. Firstly, there are many students felt uncomfortable with the method of the teacher uses. It looked on the result of observation sheet when cycle I that are 40 with 66.7 %. In addition, the result of observation when cycle II are 52 with 86.7 %.

2. The Result of Cycle I

In cycle I, English learning process was successful, whenever the student's average score is low. Nevertheless, there is an improvement score of the students post-test I than pre test score. This is the table of illustration score in cycle I, as follow:

Table 13

Table of the Result Score of Student's Pre-test and Post-test I

No	Name	Pre-test Score	Post-test Score	Increasing score	Increasing percentage	Note
1	AG	45	75	30	66.7	Increase
2	AN	40	65	25	66.6	Increase
3	AN'	25	50	25	100	Increase
4	IN	80	95	15	0.01	Increase
5	MU	35	65	30	85.8	Increase
6	OK	35	60	25	78.1	Increase
7	PU	50	60	10	0.02	Increase
8	RA	55	75	20	36.3	Increase
9	TO	45	75	30	66.7	Increase
10	WD	75	90	15	20	Increase
11	YN	65	85	20	30.8	Increase
12	ZA	30	60	30	100	Increase
Total score		**580**	**855**	-	-	**Increase**
Highest score		**80**	**95**	-	-	**Increase**
Average		**48.3%**	**71.25%**	-	-	**Increase**
Lowest score		**25**	**50**	-	-	**Increase**

Source : Table of the Result Score of Pre-test I and Post-test I

In this research pre-test and post-test was individually. It was aimed at knowing the ability of the students before and having a treatment. From the result of pre-test and post-test, it is known that there was an increasing from the students result score. It can be seen from the average 48.3 % becomes 71.25 % from the analysis conducted by researcher, the students' result in pre-test show that most students had difficulties in plural noun. They were confused when they wrote a sentence because the researcher only gave a little explanation.

Beside, from the pos-test cycle I score, it can be seen that there was increasing because the writer had given more explanation about the problem in pre-test and enough examples about writing plural noun.

3. The Result of Cycle II

In cycle II, process of teaching, and learning stay on climax situation, there are very grateful progresses of students. Here are the result score of student's post-test I and post-test II

Table 14

Table of the Result Score of Student's Post-test I and Post-test II

No	Name	Post-test Score I	Post-test Score II	Increasing score	Increasing percentage	Note
1	AG	75	85	10	13.3	Increase
2	AN	65	80	25	38.4	Increase
3	AN'	50	65	15	7.50	Increase
4	IN	95	100	5	5.27	Increase
5	MU	65	75	10	6.50	Increase
6	OK	60	65	5	3.00	Increase
7	PU	60	75	15	9.00	Increase
8	RA	75	80	5	3.75	Increase
9	TO	75	75	0	0	Constant
10	WD	90	100	10	11.1	Increase
11	YN	85	100	15	12.7	Increase
12	ZA	60	65	5	3.00	Increase
Total score		**855**	**965**	-	-	**Increase**
Highest score		**95**	**100**	-	-	**Increase**
Average		**71.25%**	**80.4%**	-	-	**Increase**
Lowest score		**50**	**65**	-	-	**Increase**

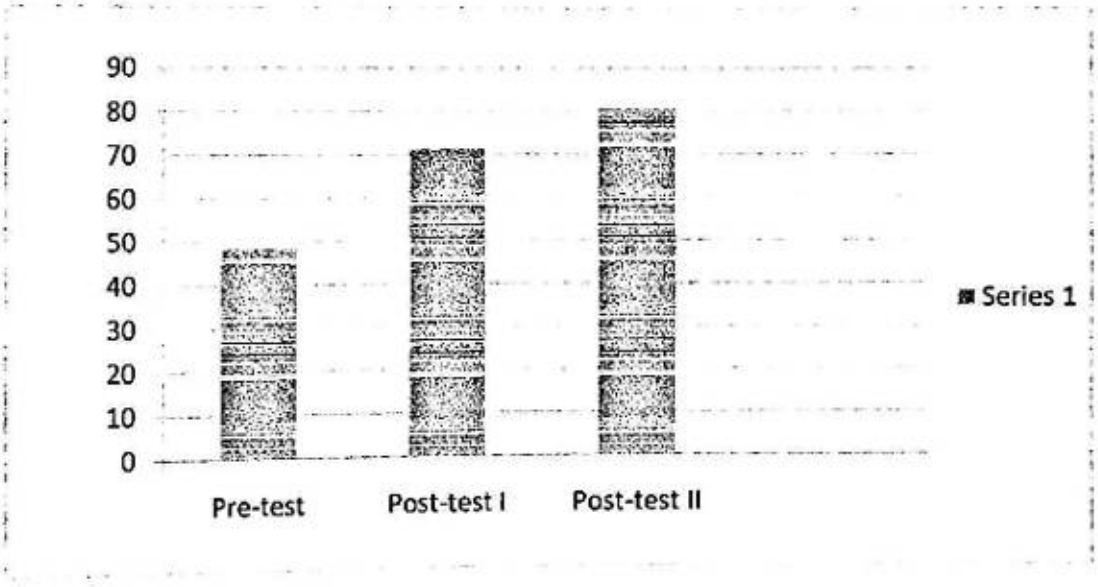
Source: Table of the Result Score of Post-test I and Post-test II

4. The Comparison of Pre-test and Post-test

Based on the explanation above, it can be inferred that, there was an increasing the students' mastery on plural noun through Grammar Translation Method. There is progress from 48.3 to 71.25 and to 80.4 The researcher shows the graph of the result pre-test, post-test I and post-test II, as follow:

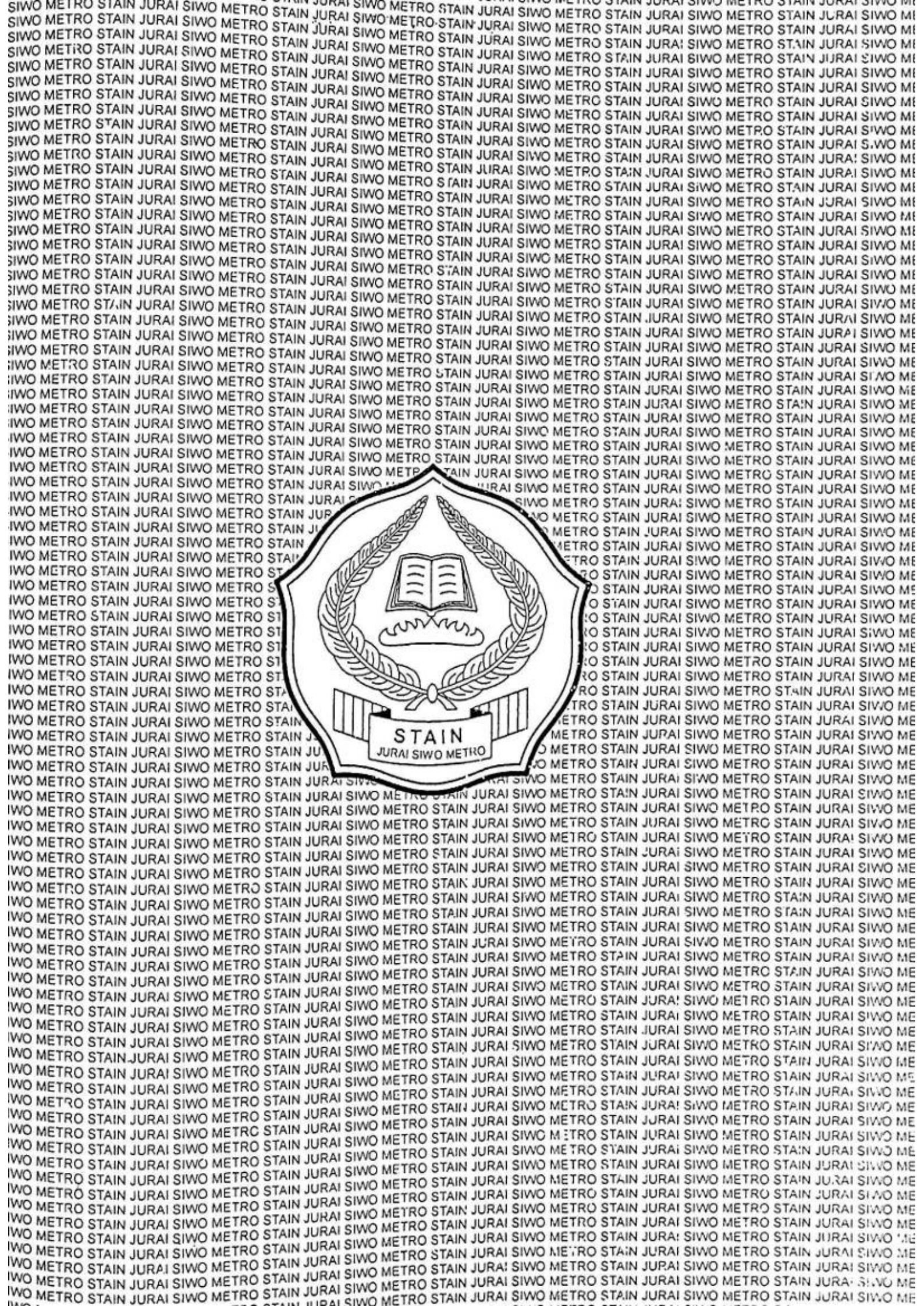
Figure 3

Graph of the Result of Pretest and Posttest



Source: Table of the Result Score of Student's Pre-test, Post-test I, and Post-test II

Based on the table above, it can be inferred that Grammar Translation Method can increase the students' plural noun mastery. It is supported by the increasing score of the students.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of action in learning process of plural noun by applying GTM as method in this research, the researcher would like to draw the conclusion as follows:

1. GTM as method could be used as an alternative way in plural noun learning process. The conclusion could be supported by the result of the students' score in pre test was 48.3, the students' average score in post test cycle 1 was 71.25 and the students' average score in post test cycle 2 was 80.4. The comparison of students' score in pre test and post test cycle 1 was 22.95 and the comparison of students' score in post test 1 to post test 2 was 9.15.
2. By applying GTM as method in learning process of plural noun can increase students' enthusiasm. The students' activity in action cycle 1 was active it can be proved with the students' activity in cycle 1 was 66.7% and from the students' activity which achieved 86.7% in cycle 2 was very active. The researcher compared the students' activity in cycle 1 and cycle 2 was 20.

From data above proved that GTM as method could make students more understand about the material especially plural noun material because the students could get the plural noun mastery by using their native language in the explanation.

B. Suggestion

Based on the result of the research above, the researcher suggests the following:

1. For Students
   a. The students must be active in learning process especially English subject.
   b. The students are suggested to increase their plural noun through Grammar Translation Method.
   c. The students should be accustomed to learning grammar through Grammar Translation Method.
2. For English Teacher
   a. The English teacher should have various methods like Grammar Translation Method to teach English, especially to develop the student's plural noun.
   b. The English teacher should prepare some books to improve their knowledge especially in English subject.
3. For Headmaster
   a. The headmaster should support the English learning process by the preparing the facilitations and instruments completely.
   b. The headmaster is recommended to make the further research about increasing the students' mastery on plural noun through Grammar Translation Method.

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CURRICULUM VITAE



The writer was born at Tulung Balak 05 thDecember 1989. She is the first child of Mr. Riyanto and Mrs. Sri Tuhansih Being a doctor was the last thing she ever dreams of.

Enrolling in Elementary School Number 2 Tulung Balak was very interesting for her. Indeed, six years had been a long journey to pass in SD N 2 Tulung Balak since 1996-2002 while she had so many friends to leave. In line with her focus of the study, she decided to extend his study in MTS Ma'arif 09 Kotagajah from 2002 until 2005. After graduating from MTs Ma'arif 09 Kotagajah, she continued her study in SMK Wiratama Kotagajah for three years (2005-2008). It was long journey for her to find out her dream. Finally STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2008/2009. Because she wanted to become an English teacher she decided to choose English Study Program.