CHAPTER ONE
INTRODUCTION

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1.1. The Background of the Study

Learning language could not be separated from human life. People learn a language since their early life. They learn it from their parents or someone who is taking care of them. They start learning language from the very simple words and developing them into a little bit difficult ones. The word 'mama', for example, it is the easiest one which they recognize and utter it. They learn it from their mothers. They could reach this step because of the intense repetition of their mothers' utterance. They try to transfer their mothers' voice into their understanding and produce it into their spoken. So they could say it exactly similar to what their mothers said. Day by day, they utter a lot of words by doing similar pattern. And finally they could speak like what their parents conveyed.

Moreover, this transformation process that is transforming the understood intention into utterance or written always accompanies the speakers in learning the other languages. They try to transfer the words, phrases, and expressions from target language into mother tongue and vise-versa. As Mark (1996: 603) argues "To decode the meaning of a text, the translator must first identify its component "translation units." A translation unit may be a word, a phrase or even one or more sentences". The transformation process is the easiest way to learn the other language. The learners merely translate the translation units from target language into mother tongue and

vice-versa. This kind of transformation is so called translation as Hornby (2000: 2318) says that translation is the process of changing something that is written or spoken into another language.

During applying translation, the teacher could not always translate word for word, teacher could consider the similarity expression from L1 to L2 and vice-versa. It is so called dynamic equivalence. As Mark (1996: 689) states that translation is not accomplished by merely substituting words in word-for-word equivalence. More often than not, this will not produce the force (or dynamic) of meaning. The translator will therefore modify the form of words so as to achieve the same force of meaning. The jargon for "the same force of meaning" is "dynamic equivalence".

By doing such a way, misunderstanding in catching the message could be minimized. In expression 'get in touch with,' for example, it must be translated 'berhubungan dengan.' It could not be translated word for word of course. The translator use dynamic equivalence to do so. Even though, translation method helps students in choosing an appropriate expression and constructing sentences from mother tongue to target language and vice-versa.

Later on, the translation process sometimes meets an obstacle to gain a perfect understanding. Sometimes the intentions in target language would be perceived differently when they are translated into the mother tongue. It could be so if the grammar in structuring sentences, which differing the two languages, are poorly constructed. It would lead the failure in getting the successful translation process. Further, students are required to translate sentences from their mother tongue into English involve the grammar rule of target language. The exercises in translation are

based on various items covering the grammar of the target language (Hadinata, 2006: 661).

Translation is the process of changing something both written and spoken into another language. It was used from one generation to the others. The process of translation was never conducted with controversy and it runs as smooth as the development of the languages themselves. Also, doing translation means learning language (Bell, 1998:231). Furthermore, translation in this thesis is translating any aspects of grammar from English into Indonesian and vice-versa. Even, grammar is the important part in written product to be readable. Grammar is the rule in a language for changing the form of words and joining them into sentences (Hornby, 2000: 722).

The essential thing in translation is finding out the massage from source language into mother tongue. Often, some students still get confused to differentiate certain words conducted with grammar rule. The words "I am and I" for example, Indonesian people will get confused of the form of the two subject pronouns which are not similar to those in Indonesian. In this case, most students sometimes do not understand the function of the word "am" in Indonesian clearly. It would be fine if they got detailed explanation from their teachers. For example, the teacher could say that subject is followed directly by a verb. If the verb is absent after subject, so the word "am" would be considered as a verb. And then, the teacher begins to write some verbs and non verbs accompanied by the meaning in Indonesian as many as possible. Later on, practice them by using "I am and I" in translation way from Indonesian into English until they reach to the point. The point here is the understanding of difference between "I am and I" and the application of them in daily life. By doing such a way, students would be adapted easily in dealing with expressing ideas in English. That is just an example of the case and of course there are still a lot of similar cases. Any

how, elaborate explanations of grammar are always provided in translation teaching-learning process (Mora, 2006: 442). Such discussion would be a kind of material would have been discussed in this thesis.

Nevertheless, learning English as a foreign language is not an easy thing. It takes time, energy, method, and money to reach the optimal proficiency. Most learners are frustrated to accomplish their achievement in learning English. They have learnt it but they still get difficulty in gaining the essence of learning it. It means that they could not apply the theory and practice at the same time. What they got in grammar review could not be adopted properly in written or spoken product. Larsen-Freeman (P: 36, 2003) says, "Being able to use grammar structures does not only mean using the forms accurately; it means using them meaningfully (semantics) and appropriately (pragmatics) as well".

Furthermore, Grammaring is to be the point in this case. Grammaring is the ability to use grammar structures accurately, meaningfully, and appropriately (Larsen-Freeman, 2003: 618). It would help learners deliver their intention properly because without adopting the acceptable grammar, the writers would find themselves as people walking in darkness. They could not lead their intention to the right purposes. Moreover, it is essential to place grammar review in particular field of learning language as Larsen-Freeman (P:13, 2003) says that there are more than four skills, it is grammar as the fifth skill.

In additional, people in target language are paying much attention on the time of occasion. Sentences which are describing the actions in the past time for example, would be expressed differently from the ones in the present time like 'John went to Malang yesterday' would be an unacceptable sentence when it is stated 'John goes to

Malang yesterday. To gain such an intention, teacher and students would face some cases like tenses and aspects that would have been discussed in detail in this thesis

On the other hand, writing is as a primary thing in learning a language. Through writing makes others could understand of our intention in code. Writing process involves the background knowledge of learners, the background knowledge they have reached in the past. The subjects of this thesis had different level of the proficiencies in writing. They have passed several levels of studying in their life. They got English lessons since they were in The Elementary up to Senior high Schools. They've gotten the understanding of English in various conditions. Some could write the ideas in English easily while the rest could not. To handle such problem teacher and students could find out a good solution by matching what the teacher needs and the students want. And to find the exact definition of unfamiliar words, the writers have to keep consultation with their dictionary, because by consulting the dictionary so often would ensure the writers about the message intended and control the acceptable spelling. What we would learn about a particular form if we were to consult a dictionary (Larsen-Freeman, 2003: 889). Because of this, the researcher use writing activity in this thesis to teach grammar to the subjects.

Grammar in students' writing is running well if it is drilled gradually. Grammar will not be a barrier to construct a readable product anymore. As Weaver (1996: 551) states, "This year I see much more enthusiasm for writing and grammar because the students are not fully aware they are being taught grammar". In gaining the optimum result of this research, researcher uses twice translation in this thesis as drilled exercises.

Moreover, grammar order and translation method are solid compound used in teaching writing to gain an optimum result in the teaching leaning process. Writing is

the process of expressing ideas from someone's thought into written product. Grammar order would support the written expression to be readable. Writing is system of human visual communication using signs or symbols associated by convention with units of language-meanings or sounds-and recorded on materials such as paper, stone, or clay (Ober, 1964: 113)

All the material discussed above seems failed in the teaching-learning process to the students nowadays. It could be seen clear in the result of UN 2006 as Departemen Pendidikan Nasional (2006) states that the average of students' scores in UN is below 50. In addition, most of the teachers of SMP ten Surabaya's scores in the grammar test are very bad. This result could be found in the attachment.

Based on the failure above, the researcher intends to measure how deep the effectiveness of the use of translation method in teaching grammar. Not many studies have been done in the area of the effectiveness of grammar translation method in teaching. Therefore this proposed study would attempt to explore this area. Although it is the old method but it still has a prospect in nowadays teaching learning process. As Mora (2005: 324) states, **grammar-translation method** is the oldest method of teaching foreign languages and consists in translating texts from the foreign language into the mother tongue, coupled with explanations by a teacher of unfamiliar words and grammatical rules. This small-scale exploratory research intends to see whether this is true in the context that the writer investigated.

1.2. The Statement of the Problem

Most of the students got difficulties in applying tenses in a proper way. They often make mistakes in using tenses while doing translation.

Based on the failure above, the proposed study would try to determine if teaching tenses by using translation could help students use tenses properly. To prove the effectiveness of translation in teaching tenses, the question research below must be answered in detail. The question is:

Do students who were taught past tense using translation improve their grammar accuracy after the treatment?

To answer this question, researcher gave some treatments by using a translation method in teaching past tense to the subjects and compared the translation products before and after applying some treatments.

1.3. The Objective

This study conducted to determine whether students taught tenses with translation method improve their the past tense accuracy after the treatment

1.4. The Scope and Limitation of the Study

To do such a research, it would involve the twenty non-English teachers of SMP ten Surabaya to be the subject of this study. Their ages are between twenty-nine and fifty years old. The reason to choose them as the subject of this thesis is that their competence in grammar through grammar test is weak. Seventy teachers got below sixty and the rest got between sixty and eighty. Their average score is only forty-six point three. It is really poor (the score list attached).

Furthermore, the effectiveness of teaching grammar through translation would be seen in the result of the comparison between the scores before treatment and after it. This study was held in one class to see the effectiveness of applying the translation method in teaching grammar. The grammar here includes aspect and tenses. The

tenses which had been discussed were past tense, past continuous tense, past future, past perfect, and past perfect progressive.

Moreover, the study compared the result of translation in before and after giving some treatments. The design which is chosen is blended research because it is the mixture of qualitative and quantitative research. This research was held for one month. There were three meetings per week and ninety minutes per meeting. The material of the translation texts in after and before treatments was teacher-made. The subjects did not have to compose the compositions by themselves. They were not tried out rigorously.

1.5. The Assumptions

In this study, the following assumptions would be conducted with:

All students involved were highly motivated to finish the task.

1.6. Theoretical Framework

1.6.1. Tense and aspect

In learning English, the learner usually focuses on the inflection of the verbs based on the occasion of the action to construct the sentences like in simple present tense, past tense, and so forth. The inflections are also relied on the number of the subject or object to make the sentences acceptable in formal English. In some cases, the expression of mood such as commands (imperatives), conditional or hypothetical statements, and so forth are discussed inclusively. Nevertheless, the learners and teachers often neglect the element of verb mechanics. It is 'aspect' like the discussion below.

Robie (1999: 103) says, Aspect refers to the internal temporal constituency of an event, or the manner in which a verb's action is distributed through the time-space continuum. Tense, on the other hand, points out the location of an event in the continuum of events. To get a natural way to recognize the aspect, the learners have to get involved in reading the authentic material a lot. The drill of making the inflection of the verbs can develop affectively if it is done regularly in both spoken and written.

Crystal (1997: 98) also says that **aspect is** a category used in the grammatical description of verbs (along with tense and mood), referring primarily to the way the grammar marks the duration of the type of temporal activity devoted by verb. The learners and the teachers have to discuss in detail about it. To avoid the misleading of the aspect of the target language, both the teachers and the learners have to be able to recognize the inflection of the verbs. Not all the languages have aspect. Indonesian for example, people in conveying sentences never change the verb. They use the same form of the verbs in any tenses.

Furthermore, Crystal (1997: 654) states that Tense is a category used in the grammatical description of verbs (along with tense and mood), referring primarily to the way the grammar marks the time at which the action devoted by verb took place. The applying of the tenses often meets the failure. To avoid such a thing, both the teachers and the learners have to practice a lot in spoken and written. To keep the nature of the tenses in mind, the teachers have to provide any authentic reading resources to the learners quite often. Reading them a lot is a kind of way to avoid the failure of using tenses correctly.

1.6.2. Translation

Translation is the process of changing something that is written or spoken into another language (Hornby, 2000: 2318). In doing translation, learner is not merely translating each word from L2 into L1 and vice-versa, but he/she would consider a way how the text would be translated and know well the different expressions of L1 and L2 and its relationship among words, sentences, and expression. As Roger (P: 6, 1998) states, 'Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Text is different language can be equivalent in different degrees (fully or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc.) and at different ranks (word-for word, phrase-for-phrase, semantic-for-semantic)'.

1.7. The Significance of the Study

The finding of this study is intended to enrich the teachers' strategy in improving the students' use of grammar, particularly past form, in their translation. It could help teachers and students reach the optimum achievement in teaching learning process, especially in teaching grammar through translation.

1.8. The Definition of Key Terms

1.8.1. Aspect : A category used in the grammatical description of verbs (along with tense and mood), referring primarily to the way the grammar marks the duration of the type of temporal activity devoted by verb (crystal, 1997: 98).

1.8.2. Grammar is a protean term, meaning different things to different people, but often also used with varying references by the same speaker (crystal, 1997: 425).

1.8.3. Grammar-translation : Introduced in the mid-nineteenth century. It is still used widely in foreign language teaching today. It is for monolingual classes, presenting the language under instruction through explicit statement of rules in student's L1, then practicing and testing these rules through the translation of sentences (Johnson-Johnson, 1998: 293)

1.8.4. Method : A particular way of doing something (Hornby, 2000: 1324).

1.8.5. Tense : A category used in the grammatical description of verbs (along with tense and mood), referring primarily to the way the grammar marks the time at which the action devoted by verb took place, traditionally, a distinction is word between past, present and future tenses, often with future division (perfect, pluperfect, et-cetera) (crystal, 1997: 654).

1.8.6. Translation : The process of changing something that is written or spoken into another language (Hornby, 2000: 2318).

1.8.7. Writing is of course the output or end-product of the activity of writing. Language transfer is one of the important factors shaping the learner's inter-language. The origins of the term go back to behaviorism and its view the first / native language (L1) habits influence the acquisition of the second / foreign language (L2) habits (Johnson-Johnson, 1998: 732)