IMPROVING STUDENTS' VOCABULARY MASTERY BY USING GRAMMAR TRANSLATION METHOD OF EIGHT GRADE STUDENTS AT SMPN TUGUSARI BANGSALSARI JEMBER IN THE 2013 – 2014 ACADEMIC YEAR

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ABSTRACT

Sastrawan, Guntur Firman.2014. *Improving Students' Vocabulary Mastery by Using Grammar Translation Method of Eight Grade Students at SMPN*
    Tugusari Bangsalsari Jember In The 2013 – 2014 Academic Year. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Hanafi, M.Pd. (2) Yayah Ikhda Nevia M.Pd.

Key words: Improve, Vocabulary mastery, Grammar Translation Method

Vocabulary is one component, which needs to be achieved, dealing with vocabulary mastery. The problem is " how can grammar translation method improves students' vocabulary mastery at SMPN Tugusari Bangsalsari Jember in the 2013/2014 academic year. The objective of the research is to know how grammar translation method can improve the students' vocabulary mastery at SMPN Tugusari Bangsalsari Jember in the 2013/2014 academic year.
    The research design using classroom action research with cycle model. The research done by preparing 2 cycles. Classroom action research was implemented by 4 steps: planning, acting, observing, and reflecting. Lesson plan, observation field note and target percentage of student who got "good" category is also prepared to use while the research conducted. The sum of vocabulary test item is 50. 27 for nouns, 11 for verbs, 7 for adjectives, and 5 for adverbs.

Kind of the research is Classroom Action Research and use Kemmis and Mc. Taggart's design. Data collecting method is vocabulary test and notes about teacher's teaching. Data collecting instruments are test and field notes.

The result of data analysis and reflection that the researcher cannot used grammar translation method maximum, the voice of the teacher too soft and the grammar translation method cannot explained well, so in the first cycle the percentage was 46.67% (21 students). And improve 80% (35 students) in the second cycle by revising material and teaching technique the second cycle was success.

Based on the research result, the use of using grammar translation method is able to improve the eighth grade students' vocabulary mastery at SMPN Tugusari Bangsalsari in the 2012/2014 academic year.

ABSTRAK

Sastrawan, Guntur Firman.2014. *meningkatkan kosakata siswa dengan menggunakan metode terjemahan tatabahasa kelas delapan di SMPN Tugusari Bangsalsari Jember tahun Akademik 2013 -2014.* sikripsi. Pendidikan bahasa dan seni bahasa Inggris, Fakultas keguruan dan ilmu Pendidikan. Universitas Muhammadiyah Jember. Pembimbing: (1) Dr. Hanafi, M.Pd. (2) Yayah Ikhda Nevia M.Pd.

Kata kunci: meningkatkan, Penguasaan Kosakata, Metode terjemahan Tatabahasa

Kosakata merupakan salah satu komponen yang perlu dicapai, berurusan dengan penguasaan kosa kata. Masalahnya adalah "bagaimana tata bahasa metode terjemahan meningkatkan penguasaan kosakata siswa SMPN Tugusari Bangsalsari Jember pada tahun akademik 2013/2014. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana metode terjemahan tata bahasa dapat meningkatkan penguasaan kosakata siswa di SMPN Tugusari Bangsalsari Jember pada tahun akademik 2013/2014.

Desain penelitian menggunakan penelitian tindakan kelas dengan model siklus. Penelitian dilakukan dengan mempersiapkan 2 siklus. Penelitian tindakan kelas dilaksanakan oleh 4 langkah: perencanaan, bertindak, observasi, dan refleksi. RPP, observasi lapangan catatan dan persentase target mahasiswa yang mendapat "baik" Kategori ini juga siap untuk digunakan saat penelitian dilakukan. Jumlah soal tes kosakata adalah 50. 27 untuk kata benda, kata kerja untuk 11, 7 untuk kata sifat, dan 5 untuk keterangan.

Jenis penelitian ini adalah Penelitian Tindakan Kelas dan menggunakan Kemmis dan Mc. Desain Taggart. Metode pengumpulan data adalah tes kosa kata dan catatan tentang ajaran guru. Pengumpulan data instrumen yang pengujian dan catatan lapangan.

Hasil analisis data dan refleksi bahwa peneliti tidak dapat digunakan terjemahan tata bahasa metode maksimum, suara guru terlalu lembut dan metode terjemahan tata bahasa tidak bisa menjelaskan dengan baik, sehingga pada siklus I persentase adalah 46,67% (21 siswa). Dan

meningkatkan 80% (35 siswa) pada siklus kedua dengan merevisi materi dan mengajar teknik siklus kedua adalah sukses.

Berdasarkan hasil penelitian, penggunaan menggunakan metode terjemahan tata bahasa dapat meningkatkan penguasaan kosakata siswa kelas delapan 'di SMPN Tugusari Bangsalsari pada tahun akademik 2012/2014.

INTRODUCTION

1.1 Background of the Research

English is an international language. It is used by many people to communicate with other people from different country that have the different language either in oral or written. English as foreign language should be studied by students in the school.

In studying English the student should master the four skills, those are reading, listening, speaking, and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, vocabulary is one of important language elements that should be developed by the students. Swan and Walter (2002:14) say that in Thornbury's book "Vocabulary acquisition is the largest most important task facing the language learner." As an element linking the four language skills in English foreign language, vocabulary includes collection of words. The words are known not only as individual words, but also as a group of words that have meaning. To communicate well in a foreign language, students should acquire in use of words and know how to use them correctly.

In reality, teaching English to secondary level is not easy. The English teacher at SMPN Tugusari Bangsalsari Jember informed that there are many problems occur during the

process since English is a new language for them. From the information above, it means that the eight grade students may recognize a word in written or spoken form and think that they already know the word, but they may not be able to use that word properly in different contexts or pronounce it correctly. To increase the students' vocabulary mastery, the teacher should create various teaching techniques. Mart (2013:103) states that "The grammar translation method was help students read and understand foreign language literature. It was efficient way of learning vocabulary and grammatical structure. Through focusing on the rules of the grammar of the target language students would make language learning easier."

Based on the explanation above, grammar translation method would be chosen to increase students' vocabulary mastery. Mart (2013:103) state that "The grammar translation method has been considered useful for students in second language acquisition in that it encircles one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it make us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader" it means that the students will be know how to translate good. When the students translate the sentences or paragraphs, they will meet of words which help them to find out new vocabularies. It is supported by statement from Setiyadi (2006:34) says that "The grammar translation method (GTM) focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjunctions." Even though the method may be considered more as technique rather a method, to follow Antony's terms, in the sense that the method is not an overall plan of language teaching, the method also has principles regarding to language teaching." Therefore grammar translation method will help develop vocabulary mastery because this method has many advantages for teacher and students.

Based on the explanation above, this classroom action research was conducted. It is entitled "Improving the vocabulary mastery of eight grade students of SMPN Tugusari Bangsalsari by using grammar translation method in academic years of 2014 – 2015."

1.2 Problem of the Research

Based on the background above, the problem of this research is as follows: "How can grammar translation methods to improve students' vocabulary of eighth grade at SMPN Tugusari Bangsalsari in the 2013 - 2014 academic years?

1.3 Objective of the Research

In this study the researcher wants to investigate whether grammar translation method can improve students' vocabulary mastery of eighth grade students at SMPN Tugusari Bangsalsari Jember in the 2013 – 2014 academic years.

1.4 Operational Definition

In this research, there are two terms in defined operationally. They are: grammar translation method and vocabulary mastery.

1.4.1   Vocabulary Mastery

In this research, vocabulary mastery means collection of words which students get from in teaching vocabulary by using grammar translation method and the capacity to recognize or memorize words including writing and meaning of word in life situation.

In this research, the vocabulary score test in covers the material of noun, adjective, verb, and adverb of the eighth students at SMPN Tugusari Bnagsalsari.

1.4.2 Grammar Translation Method

This research, the meaning of grammar translation method is translating some materials from any subject. It is technique in learning process. The students view and review of unknown words in specific context and learn some word's meaning. The researcher gives the materials for the eighth grade students at SMPN Tugusari Bangsalsari to translate, the students find out the new vocabulary, and understand the content of the through dictionary.

1.5 The Significance of the Research

Every research must have its own significance for the reason why it is conducted. This research result is expected to be beneficial theoretically and practically.

1.5.1 Theoretical Significance

Vocabulary is important thing in English learning. Theoretically, this research is expected to be useful for the reader, especially English teacher in teaching vocabulary by using grammar translation method. Hopefully, the method of this research can help the teacher to improve teaching and learning process.

1.5.2 Practical Significance

Practically, the result of this research can be input the teacher and the students to use or implement a grammar translation method on vocabulary mastery in teaching and learning process in the class.

1.6 Scope of the Research

This research focuses on the improving vocabulary mastery of eight grade students' at SMPN Tugusari Bangsalsari by using grammar translation method in academic years 2013 – 2014.

2. RESEARCH METHOD

Kind of the Research

The kinds of the research are Classroom Action Research (CAR), because the objective of the research can improve students' vocabulary mastery by using grammar translation method. According to Greenwood and Levin (2007:3), "Action research is social research carried out by a term that encompasses a professional action researcher and the members of an organization, community, or network ("stakeholders") who are seeking to improve the participant's situation."

It is supported by Carr and Kemmis (2010:105) "Action research being concerned with the improvement of educational practices, understanding, and situation, is necessarily based on a view of truth and action as socially constructed and historically embedded."

3. **CHAPTER IV**

THE RESULT OF THE RESEARCH

The Result of Vocabulary Test Cycle 1

Based on interview with the English teacher in preliminary study, the students got ≥ 70 are 40%. In the last meeting in cycle I, the researcher gave a test to the students. The score of the students reached the target score requirement that is ≥ 70. And after using grammar translation method 40% students who got ≥ 70 score it was reached by 14 students who got ≥ 70. Therefore, it is necessary to continue the action into next cycle. The result of vocabulary test in cycle I is presented in appendix 13.

The Result of Vocabulary Test Cycle 2

In the last meeting in cycle II, the researcher also gave a test to the students. And after using grammar translation method the score of the students reached the target score requirement that is ≥ 70 and 85% students reached the score. It was reached by 35 students who got ≥ 70. Therefore, it is not necessary to continue the action into next cycle. The result of vocabulary test in cycle II is presented in appendix 15.

4. DISCUSSION

This chapter presents the discussion of the research result. It covers the result of observation and the students' vocabulary test.

The result of the vocabulary test in the first cycle showed that 40 % students who got ≥ 70 reached the score. It was reached by 14 students who got ≥ 70. It means that the target score had not been achieved and it can be said that it was not successful.

In the first cycle, the researcher cannot used grammar translation method optimally it cause that the researcher fell nervous when teaching learning process, the researcher voice too soft when he teach in the class and the researcher when teaching English using grammar translation method. The students less understood that the teacher use the book and vocabulary as media. Which was the researcher interaction with the students that was not full to the entire class and the researcher cannot control the class and the students so it can make the learning activity cannot run well. The voice the researcher was too soft, there were some revise of the applying researcher's media that should be in the second cycle. There are the researcher must be used the media optimally, the voice of the researcher must be loudly, and the using grammar translation method as media. Therefore, the first cycle was continued to the next cycle by revising in the next cycle.

In the second cycle, the researcher used grammar translation method in teaching learning process become optimal with ask the students to come in front class and ask to the students to translate the sentences above that they have after the researcher explain. So the students can interest with the lesson. The researcher make grammar translation method become interest lesson. And the researcher voice become loudly when explain the material which clear enough so the students that was fully to the entire class and the researcher can

control tha class and the students so it can make the learning activity can run well. The voice of the researcher was not too soft so all of the students heard the teacher explains. The researcher applied the grammar translation method optimally.

Moreover, based on the revision technique teaching learning process in the first cycle and the result of vocabulary test in the second cycle showed that 35 students who got score $\geq$ 70 was 85%. It means that the percentage target score requirement of vocabulary mastery in the second cycle of this researcher had already been achieved and it can be said that it was successful. It could be conclude that the use grammar translation method in vocabulary test was good and helpful for the students to improve their vocabulary mastery. It was in line with Mart (2013:103), "The Grammar Translation Method has been considered useful for students in second language acquisition in that it enriches one's vocabulary."

5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The suggestion is given to the English teacher to students and another researcher.

Conclusion

Based on the research result, the use of using grammar translation method is able to improve the eighth grade students' vocabulary mastery at SMPN Tugusari Bangsalsari in the 2012/2014 academic year.

Suggestion

The result of the research shows that the use of grammar translation method can improve students vocabulary mastery, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

By the considering the result above, some suggestions are proposed to the following people:

a) For the English teacher

The result is useful as information or an imput to consider the use of grammar translation method in teaching English to motivate the students and to make them enjoy and interesting in learning English, especially to improve the students vocabulary mastery.

b) For the students

The treatment given is useful to increase their knowledge of vocabulary which important as means of learning English and the students can get many new vocabulary and easy to remember about vocabulary by using grammar translation method.

c) For other researcher

The result is useful ans a reference to conduct a further research dealing with grammar translation method with another design, such as a classroom action researcher to motivate the students in learning English by using grammar translation method.

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