

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays Education is a very important thing. Education is the main capital in finding work. Without education, humans are nothing. Parents are often willing to sacrifice anything for the sake of their children getting a proper education.

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education often takes place under the guidance of others, but it is also possible to be self-taught. Education plays a very important role for Indonesia, without a well-planned education, it will have a bad influence on every individual in the country, of course, this will also affect the quality of the country itself. Education in Indonesia is diverse, there are language skills, arts and skills, mathematics, religion, natural knowledge, and so on.

According to H. Horne, (Suriansyah & Pd', n.d.) Education is a continuous process of higher adjustment for beings who have developed physically and mentally, who are free and conscious, as manifested in the natural, emotional, and human environment.

Education is also related to technology. One of the effects of technological development is also felt by children; it helps children and teachers in carrying out teaching and learning activities. One of the technological advances is in the field of language, namely English. English is a Germanic language that

was first spoken in England in the Early Middle Ages and is today the most commonly spoken language worldwide. English is an international language that is

used in various countries today. Therefore, English education is also very important because it is for future needs.

In today's era, the English Language is very important. As an international language, it is also important for some levels of education. However, many junior high school students do not have sufficient knowledge of learning English.

There are several objectives of English Lessons. The objectives of English lessons are:

1. Adding insight into the English language.
2. Sharpen children's brain skills in English lessons
3. The child can speak in English.

In English lessons, the teacher usually uses several methods or commonly called the method. English cannot be taught without using a teaching method. According to Amir(Khadijeh & Amir, 2013) teaching and learning methods can be interpreted as ways that are carried out to convey or impart knowledge to students, or children through a teaching and learning activity, both at school, home, campus, cottage, and others. The method is “a procedure, technique, or step to do something, especially to achieve a certain goal.

One of the methods used in the teaching and learning process of English is the Grammar-Translation method which is a method of teaching Ancient Greek and Latin. By mastering grammar, we can understand and present ideas to the audience properly and correctly. Writing and speaking grammatically correct can build personal credibility. In the world of work, we will be people who are "wanted" because of a good reputation in English. And one of the benefits of learning translation material is increasing vocabulary, and students are also able to translate Indonesian sentences into English.

In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences from the target language into the native language and vice versa. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language; and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 16th century, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings. This Grammar Translation Method can be used to help students learn English at the junior high school level.

Based on (Praetor and Celce Murcia, 1979) several important factors are the key to the grammar-translation method, namely:

- Classes are taught in the mother tongue by inserting a bit of the target / foreign Language.
- Vocabulary is taught in list form long explanations are needed when discussing grammar.
- The discussion of content is not paid much attention to treatment by providing exercises in analyzing grammar.
- The drill system (repetition) is often only done when translating sentences. Not paying too much attention to pronunciation (how to pronounce words).

The Grammar Translation Method is suitable for junior high school students because this method is the most frequently used in teaching English, and the language taught is in the mother tongue. In this case, students are also asked to memorize vocabulary.

1.2 Statement of the Problems

The problems in this paper can be stated as follows:

1. How is the Grammar Translation Method implemented in English learning for seventh graders in SMPN 32 Semarang?
2. What are the problems encountered by the students in English learning using the Grammar Translation Method in SMPN 32 Semarang?
3. How the student perception of seventh graders at 32 junior high school in Semarang towards the Implementation of Grammar Translation Method?

1.3 The Objectives of the Study

The objectives of the study are:

1. To find out how the application Grammar-Translation Method in English learning for class VII students at SMPN 32 Semarang.
2. To find out what obstacles students face in English learning using the Grammar-Translation method.
3. To find out the Students Perception of seventh graders at 32 Junior high schools in Semarang towards the implementation of Grammar Translation Method based on the data that researchers have obtained.

1.4 Scope of the Study

A. Theoretical benefits

Theoretically, this research is expected to be useful to:

1. Understand more about how to teach properly using the Grammar- Translation method
2. Develop the English teaching using GTM.

B. Practical benefits

The practical benefits of this research are:

1. For schools, it is hoped that the results of this research can be used as a further evaluation of materials and methods in English learning.
2. For teachers, to help the teacher, carry out the learning process effectively for the students.
3. For researchers, to add insight and knowledge on how to investigate the world of education.

1.5 Methods of the study

This study used qualitative descriptive research methods. The way to obtain data is through qualitative methods. The first method is making Questionnaire Questions. Questionnaire questions will be distributed to several 7th-grade students of SMPN 32 Junior High School in Semarang when English learning activities are carried out.

1.6 Organization of the paper

This paper contains five chapters with the following systematization:

Chapter I contains the introduction which contains the background, the problems, the purpose of this research, and the scope of the study which contains the theoretical and practical benefits of this research.

Chapter II contains the theoretical basis for the concept of research. In chapter II, I explain previous studies, theories, and theoretical frameworks.

Chapter III describes the research design, unit of analysis, method of data collection, and data analysis methods.

Chapter IV contains a discussion of research results in the form of a data presentation.

Chapter V is the closing which includes conclusions, suggestions, and closing remarks. While the final part of this thesis includes a bibliography, and appendices.