

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Christian education's vision for education is to pursue shalom; it is to enjoy good relationship with other persons and creations that accomplished through the relation with God (Shortt, 2018). All subjects that are being taught in the perspective of Christian education then must also aim for building a good relationship with others. Language is one of the means that has an important role in the relationship. Poythress (2009) points out that God created language as a means for the relationship between God and human as well as between human themselves. Thus, having a good language competence also help people to build a good relationship with others.

Knowing that the proper ability to use the language is needed in communication, it is required for the learners to know and understand some aspects of the language itself, one of it is grammar. Harmer (2007) defined grammar as the knowledge of forming words and phrases then combining it into sentences. In addition, Thornbury (2000) defined grammar as the rules that specify the way for forming sentence and the meaning it bears. From these definition, it can be seen that grammar affects language users' way of communication, in the way of forming and conveying meaning. Thus, it is clear that grammar has an important function in language use. Therefore, grammar cannot be excluded in the process of learning new language.

The globalization era requires people to be able to use lingua franca, or the language that connects people from different language and country, in

order to cope with the rapid development. One of the most used language in the world is English, with the estimated of two billion speakers. The ability to use foreign language such as English will broaden one's opportunity to be useful for advancement of themselves and society, as stated by Eyring (2014) that it equips them with skills required for better work or further education. In addition, as a Christian, it is our duty to make people from other nations to be Christ's disciples. God also command us to love people from other nations. Thus, learning the foreign language will help us to share the good news and to love them better.

In the context of Indonesia, English is considered as a foreign language by the policy, specifically the curriculum, Kurikulum 2013. It is no longer a compulsory subject for elementary school students which usually classified as the young learners. Shin (2014) stated that students in the context of EFL, especially the young learners, do not have the urgency to learn English for communicative purpose. However, it does not mean that studying English is not important for them. Learning the basic grammar of English then will help the EFL students to use it in communication. Therefore, teaching grammar is a good start, as stated by Swan (2002) that it equips the students with comprehensibility to understand how the specific structures of language being used.

Based on observation and the result from pre-test (See Appendix 12) about prior knowledge of simple present tense of grade VI students of a Christian school in Kupang, it was found that the students had difficulties in understanding and applying grammar of English simple present tense. As

shown from the result of the pre-test where five out of 24 students did not pass the minimum standard criterion of 70. After having some discussions and consultations with field supervisor and mentor teacher, the Grammar-Translation Method was chosen to be applied in order to improve the students' English grammar competencies of Simple Present Tense. The consideration, as there is a limitation in research time, is that the Grammar-Translation Method does not required much time because the teacher can directly correct students mistakes on the language learning process. Additionally, the Grammar-Translation Method focused on the language accuracy by helping the students with the understanding of vocabulary and grammar rules that will also help the grade VI students to be prepared for the upcoming English test on national exam.

### 1.2 Research Question

This research is conducted to answer the following questions.

1. Does the implementation of Grammar-Translation Method improve grammatical competence of Simple Present Tense of grade VI students in one of the Christian schools in Kupang?
2. If yes, how does the implementation of Grammar-Translation Method improve grammatical competence of Simple Present Tense of grade VI students in one of the Christian schools in Kupang?

### 1.3 Research Purposes

Based on the statement of problems, the purposes of this research are:

1. To find out whether the implementation of Grammar-Translation Method improve grammatical competence of Simple Present Tense of grade VI students in one of the Christian schools in Kupang.
2. To explain how the implementation of Grammar-Translation Method improve grammatical competence of Simple Present Tense of grade VI students in one of the Christian schools in Kupang.

#### 1.4 Explanation of Terms

##### 1.4.1 Grammar-Translation Method

Grammar-Translation Method is one of the earlier methods used in language teaching, which is also known as The Classical Method. The characteristics of this method, according to Yule (2010), are: Lists of vocabulary and grammar rules used to determine the learning objectives, emphasize memorization, and focus on written form of the language. Larsen-Freeman (2003) had some steps of the Grammar-Translation Method, which also serve as the indicators of grammar-translation method in this research.

1. The class reads a text written in target language
2. Students translate the passage from the target language to the mother tongue.
3. The teacher asks students in their native language if they have any questions. Students ask question and the teacher answer the questions in their native language.
4. Students write out the answers to reading comprehension questions.

5. Students translate new words from the target language to their mother tongue.
6. Students are given a grammar rule and based on the example, they apply the rule by using the new words.
7. Students memorize vocabulary.
8. The teacher asks the students to state the grammar rule.
9. Students memorize the rule.
10. Errors are corrected by providing the right answer.

#### 1.4.2 Grammatical Competence

Richards & Rodgers (2001) stated that grammatical competence is the set of principles that function as a basis for someone's ability to use the language. Brown (2000) defined it as the ability that has relation to language proficiency. Meanwhile, according to Duff (2014) grammatical competence refers to the language users' ability to use and interpret features of the language: vocabulary, syntax, morphology, semantics, and phonology. It can be concluded from the definitions above that grammatical competence is a knowledge about rules to organize the structure of the sentence and to convey the meaning. Proposed by Larsen-Freeman (2003), there are three dimensions of grammar which are form, meaning, and use. These three dimensions are used in this research as the indicators for grammatical competence.