



**A COMPARATIVE STUDY BETWEEN GRAMMAR TRANSLATION METHOD  
AND TASK BASE LANGUAGE TEACHING  
ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT  
AT XI MADRASAH ALIYAH NEGERI PANYABUNGAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies (IAIN)  
Padangsidempuan As a Partial Fulfillment of Requirement  
For Degree of Islamic Educational Scholar  
(S.Pd.I) in English*

**Written by:**

**YUSNITA LUBIS  
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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND PAEDAGOGY FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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PADANGSIDIMPUAN**

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by:

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**2014**

Hal: Munaqosyah  
a.n. Yusnita Lubis  
item: 5 (five) exemplars

Padangsidempuan, 21<sup>st</sup> November 2014  
To:  
Dean of Tarbiyah and Pedagogy Faculty  
di \_ :  
Padangsidempuan

*Assalamu'alaikumWr. Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to Yusnita Lubis, entitle "*A Comparative Study between Grammar Translation Method and Task Based Language Teaching on Students' Ability in Writing Recount Text at XI Madrasah Aliyah Negeri Panyabungan*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I), English Education Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

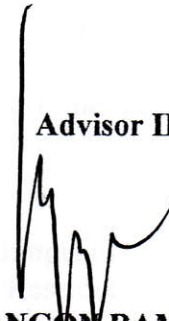
Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

*WassalamualaikumWr. Wb.*  
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**DECLARATION OF SELF THESIS COMPLETION**

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Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidempuan, Nov 21<sup>st</sup> 2013  
Assertive Researcher

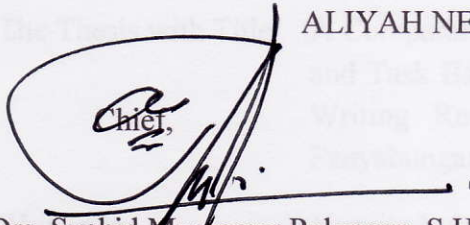


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IPK : 3,02  
Predicate : Very good

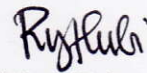
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ALYIAH NEGERI PANYABUNGAN

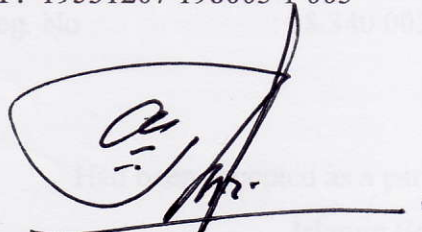


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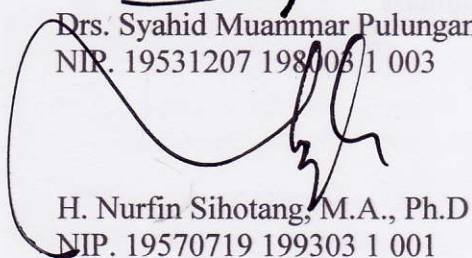


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**LEGALIZATION**

The Thesis with Title : A Comparative Study between Grammar Translation Method and Task Based Language Teaching on Students' Ability in Writing Recount Text at XI Madrasah Aliyah Negeri Panyabungan

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Padangsidimpunan, May 26<sup>th</sup>2014

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2. Mrs. Hj. Zulhimma, S.Ag. M.Pd., as the Dean of Tarbiyah and pedagogy faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.



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5. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum) and the staffs for their cooperative and permission to use their books.
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9. All the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidempuan, Nov 21<sup>st</sup> 2013  
The Writer



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Titles of thesis : A COMPARATIVE STUDY BETWEEN GRAMMAR  
TRANSLATION METHOD AND TASK BASED  
LANGUAGE TEACHING ON STUDENTS' ABILITY  
IN WRITING RECOUNT TEXT AT XI MADRASAH  
ALIYAH NEGERI PANYABUNGAN

### ABSTRACT

This research is about students' ability in writing by using grammar translation method and task based language teaching. The formulation of the problem: Is there the different between grammar translation method and task based language teaching to students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan? This research intended to know the comparative both of methods on students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan. The objective of this research is to examine the different effect grammar translation method and task based language teaching on students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan.

The research was done in Madrasah Aliyah Negeri Panyabungan. Instrument of this research is test. Test was divided to pre test and post test about writing. The population of this research was all of XI class which consisted of 320 students and two classes had been chosen to be sample which consisted of 75 students in XI IPA 2 and XI IPA 3 class, because these classes have similar competence in English.

After calculating the data, the hypothesis that "there is significant difference between grammar translation method and task based language teaching to students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan," was accepted. It can be seen in hypothesis testing used t- test, it was gotten  $t_{count} = 6.97 > t_{table} = 1.66$ . The mean score of grammar translation method was bigger than task based language teaching ( $47.77 > 43.21$ ). It means that grammar translation method was better than task based language teaching to students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan.

## APPENDIX 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: MAN Panyabungan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/I
Standar Kompetensi	: Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk recount text dalam konteks kehidupan sehari- hari
Kompetensi Dasar	: Mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari berbentuk recount teks
Jenis teks/ Thema	: Recount Text/ My Unforgettable Childhood
Alokasi Waktu	: 4 x 40 menit ( 2x pertemuan )
Indikator	: 1. Mengidentifikasi makna dalam teks recount 2. Menulis teks berbentuk recount
Tujuan Pembelajaran	: Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk recount teks
Metode	: Grammar Translation Method

#### Langkah-Langkah Kegiatan

- a. Kegiatan Pendahuluan
  1. Mengucapkan salam
  2. Motivasi
  3. Apersepsi
- b. Kegiatan Inti
  1. Guru memberikan contoh recount text serta menjelaskan tentang komponen recount text
  2. Guru menjelaskan grammar yang terdapat didalam text recount dan memberikan contoh kalimat
  3. Guru meminta siswa untuk membuat kalimat dengan menggunakan kata-kata baru.

4. Guru meminta siswa menyebutkan rumus yang telah dipelajari.
5. Guru meminta siswa membuat wacana tentang recount text.

c. Kegiatan Penutup

1. Menyimpulkan pembelajaran
2. Mengucapkan salam

**Sumber Belajar**

1. Buku teks
2. Buku – buku lain yang relevan

**Penilaian:**

<b>Indikator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk instrumen</b>	<b>Instrument/ soal</b>
Menulis teks berbentuk recount	Tes tulis	Tugas individu	Make writing by completing the following recount text

**Validator**

**Researcher**

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**YUSNITALUBIS**  
**NIM. 08 340 0038**

## **APPENDIX 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama sekolah	: MAN Panyabungan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ 2
Standar Kompetensi	: Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk recount text dalam konteks kehidupan sehari- hari
Kompetensi Dasar	: Mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari berbentuk recount teks
Jenis teks	: Recount Text
Alokasi Waktu	: 4 x 40 menit ( 2x pertemuan )
Indikator	: 1. Mengidentifikasi makna dalam teks recount 2. Menulis teks berbentuk recount
Tujuan Pembelajaran	: Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk recount teks
Metode	: Task Based Language Teaching

#### **Langkah-Langkah Kegiatan**

##### **a. Kegiatan Pendahuluan**

Guru menjelaskan tema atau tujuan dari tugas.

##### **b. Kegiatan Inti**

###### **1. Pembuatan tugas.**

- Pasangan atau kelompok dari setiap siswa mengerjakan tugas.

- Guru memonitor, mendorong, dan membantu siswa untuk merumuskan apa yang ingin siswa katakan, tetapi tidak memperbaiki kesalahan bentuk yang telah di tulis oleh siswa.
- 2. Langkah perencanaan.  
Siswa mengerjakan tugas yang diberikan guru.
- 3. Laporan  
Guru menyuruh pasangan atau kelompok untuk melaporkan tugas mereka di dalam kelas.
- c. Kegiatan Penutup
  - 1. Menganalisis.  
Mengajarkan grammar dan ciri-ciri kebahasaan yang ada dalam text..
  - 2. Latihan  
Mengambil contoh-contoh dari hasil kerja siswa.

**Sumber Belajar**

- 1. Buku teks
- 2. Buku – buku lain yang relevan

**Penilaian:**

<b>Indikator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk instrumen</b>	<b>Instrument/ soal</b>
Menulis teks berbentuk recount	Tes tulis	Tugas individu	Make writing by completing the following recount text

**Validator**

**Researcher**

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## **APPENDIX 3**

### **INSTRUMENT FOR PRE TEST**

**Intructions:** Choose one of the titles below which you like the best! Write a recount text should be consist of orientation, record or event, and re-orientation at least 3 paragraph in 60 menit.

The titles is:

1. My holiday
2. One day at....(place)
3. Surprise birthday
4. My nice experience
5. My bad experience
6. My unforgettable experience

## **APPENDIX 4**

### **INSTRUMENT FOR POST TEST**

**Intructions:** Choose one of the titles below which you like the best! Write a recount text should be consist of orientation, record or event, and re-orientation at least 3 paragraph in 60 menit.

The titles is:

7. My holiday
8. One day at....(place)
9. Surprise birthday
10. My nice experience
11. My bad experience
12. My unforgettable experience



**APPENDIX 5**

**The Score of Experimental Class by Using  
Grammar Translation Method**

No	Student's initial	Pre test							Post test						
		G	V	M	FL	FO	x	x <sup>2</sup>	G	V	M	FL	FO	x	x <sup>2</sup>
1	ABU	5	10	10	5	5	35	1225	5	10	15	10	10	50	2500
2	AHM	10	15	10	10	5	50	2500	10	15	15	5	10	55	3025
3	ANS	15	15	15	10	15	70	5625	20	20	15	15	15	85	7225
4	APR	15	15	15	10	15	70	5625	15	20	15	15	15	80	6400
5	AZI	5	5	5	5	5	25	625	5	10	5	5	10	35	1225
6	ENI	15	15	10	10	10	60	3600	10	15	10	10	5	50	2500
7	HAN	5	5	15	5	5	35	1225	5	10	5	5	5	30	900
8	HAS	10	15	15	10	10	60	3600	10	15	15	10	15	65	4225
9	HAZ	10	10	15	10	10	55	3025	5	10	10	10	5	60	3600
10	HAL	10	15	10	5	5	45	2025	10	15	15	5	10	55	3025
11	HSN	5	5	5	5	5	25	625	10	10	10	10	10	50	2500
12	IMA	10	15	10	5	10	50	2500	5	10	5	5	5	30	900
13	LIA	10	10	10	10	10	50	2500	15	15	15	15	15	70	5625
14	MAY	5	10	10	10	5	40	1600	10	10	10	10	10	50	2500
15	MAD	5	10	10	10	5	40	1600	10	10	15	10	10	55	3025
16	MUH	10	10	15	10	15	60	3600	10	15	15	10	15	65	4225
17	MUM	5	10	10	5	5	35	1225	10	10	15	10	10	55	3025
18	NIS	10	15	10	10	15	60	3600	10	15	15	10	15	65	4225
19	NUR	15	10	10	10	15	60	3600	10	15	10	15	15	65	4225
20	NUZ	5	10	5	10	10	40	1600	10	10	10	10	10	50	2500
21	NUF	5	10	10	10	10	45	2025	10	10	5	10	15	50	2500
22	NAF	10	10	10	10	10	50	2500	10	15	15	10	5	55	3025
23	NUH	5	5	10	5	10	35	1225	10	15	15	10	10	60	3600
24	NFH	15	10	10	10	10	55	3025	10	15	15	10	10	60	3600
25	NSH	5	5	10	5	5	30	900	10	15	15	10	15	65	4225
26	NSY	10	10	10	5	10	45	2025	10	10	15	10	10	55	3025
27	PEP	5	5	15	10	5	40	1600	5	15	15	10	5	50	2500
28	RAF	5	5	10	5	5	30	900	5	10	10	10	5	40	1600
29	RAH	10	10	15	5	5	45	2025	15	15	15	10	15	70	4900
30	RAM	5	15	10	10	10	50	2500	15	15	15	10	15	65	4225
31	RIZ	5	10	5	5	10	35	1225	10	10	10	10	10	50	2500
32	RUK	10	5	5	5	10	35	1225	10	10	10	10	10	50	2500
33	SAK	10	10	15	10	15	60	3600	10	15	15	10	15	65	4225
34	SIT	5	5	10	5	10	35	1225	5	10	10	10	10	45	2025
35	SOP	5	15	10	5	5	40	1600	10	15	15	10	10	60	3600

36	UHR	10	15	15	10	15	65	4225	15	15	15	10	15	70	4900
	<b>TOTAL</b>						<b>1670</b>	<b>83350</b>						<b>2035</b>	<b>120325</b>

**APPENDIX 6**

**The Score of Control Class by Using  
Task Based Language Teaching**

No	Student's initial	Pre test							Post test						
		G	V	M	FL	FO	x	x <sup>2</sup>	G	V	M	FL	FO	x	x <sup>2</sup>
1	AMR	10	15	15	10	10	60	3600	5	10	10	10	5	40	1600
2	AHM	10	10	10	10	10	50	2500	10	15	10	5	10	50	2500
3	AMD	5	10	10	10	5	40	1600	10	10	5	10	15	50	2500
4	AKM	15	20	15	15	15	80	6400	10	15	10	10	15	60	3600
5	AME	15	15	10	10	10	60	3600	10	10	5	10	15	50	2500
6	AIN	10	15	15	10	15	65	4225	5	10	10	10	5	60	3600
7	AND	10	10	10	10	10	50	2500	10	15	10	5	10	50	2500
8	BAH	10	10	5	10	15	50	2500	5	15	15	10	5	50	2500
9	DEW	10	15	10	5	10	50	2500	5	10	10	10	5	60	3600
10	ELI	15	15	10	15	15	70	5625	15	15	10	10	10	60	3600
11	HAS	15	15	15	15	10	70	4900	10	10	15	10	10	55	3025
12	HUS	10	15	10	10	15	60	3600	15	15	15	10	15	70	4900
13	HAL	10	15	15	5	10	55	3025	10	10	15	10	10	55	3025
14	IND	15	15	15	10	15	70	4900	15	15	15	15	15	75	5625
15	LUK	5	10	10	10	5	40	1600	5	10	10	10	5	40	1600
16	MHD	5	10	5	10	10	40	1600	10	15	15	10	15	65	4225
17	MHS	10	15	15	10	5	55	3025	5	15	15	10	5	50	2500
18	MHF	5	10	10	10	5	60	3600	10	10	10	10	10	50	2500
19	MUA	15	15	15	15	15	75	5625	10	15	15	10	15	65	4225
20	NUR	10	10	15	10	10	55	3025	5	15	10	10	10	50	2500
21	NRA	5	15	15	10	5	50	2500	10	10	15	10	10	55	3025
22	NUJ	10	10	15	10	10	55	3025	10	15	15	10	15	65	4225
23	NUA	5	5	15	10	5	40	1600	15	15	10	10	10	60	3600
24	NUH	10	15	15	10	15	65	4225	15	15	10	15	15	70	5625
25	RAU	15	15	15	10	15	70	4900	10	15	10	10	15	60	3600
26	RIZ	15	15	15	10	15	70	4900	15	15	15	10	15	70	4900
27	RIN	15	15	15	15	10	70	4900	5	10	10	10	5	60	3600
28	RIK	5	15	10	10	10	50	2500	5	10	5	10	10	40	1600
29	RIA	5	10	10	10	5	40	1600	5	15	15	10	5	50	2500
30	RIE	15	15	15	10	15	70	4900	15	20	15	15	15	80	6400
31	RIS	10	10	10	10	10	50	2500	5	10	10	10	5	40	1600
32	SAK	15	15	15	15	10	70	4900	10	10	10	10	10	50	2500
33	SAL	5	5	10	5	10	35	1225	10	15	15	10	15	65	4225
34	TAP	5	10	10	5	5	35	1225	5	15	10	10	10	50	2500
35	TOH	5	15	10	5	5	40	1600	5	15	15	10	5	50	2500

36	ULI	5	10	10	10	5	40	1600	15	15	15	10	15	70	4900	
37	UMH	10	15	15	10	10	60	3600	5	15	15	10	5	50	2500	
38	WIL	15	15	15	15	10	70	4900	15	15	15	15	15	75	5625	
39	YUS	10	10	10	10	10	50	2500	5	15	15	10	5	50	2500	
	<b>TOTAL</b>							<b>2185</b>	<b>128325</b>						<b>2215</b>	<b>129825</b>

## APPENDIX 7

### Result of the Normality Test of Experimental Class by Using Grammar Translation Method in Pre-Test

1. The score of experiment class in pre test from low score to high score:

25 25 30 30 35 35 35 35 35 35  
 35 40 40 40 40 40 45 45 45 45  
 50 50 50 50 50 55 55 60 60 60  
 60 60 60 65 70 70

2. High = 70  
 Low = 25  
 Range = High – Low  
 = 70 – 25  
 = 45

3. Total of Classes =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (36)$   
 =  $1 + 3,3 (1,55)$   
 =  $1 + 5,11$   
 = 6,11  
 = 6

4. Length of Classes = = =  $7,50 = 7$

5. Mean

Interval Class	f	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
25 – 31	4	28	2	8	4	16
32 – 38	7	35	1	7	1	7
39 – 45	9	42	0	0	0	0
46 – 52	5	49	-1	-5	1	5
53 – 59	2	56	-2	-4	4	8
60 – 66	7	63	-3	-21	9	63
67 – 66	2	70	-4	-8	16	32
<i>i</i> = 7	36			-23		131

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 42 + 7( )$$

$$= 42 + 7(-0,64)$$

$$= 48,5 + (-4,48)$$

$$= 37,52$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
&= 7 \sqrt{\frac{131}{36} - \left[ \frac{-23}{36} \right]^2} \\
&= 7 \sqrt{3,64 - (-0,64)^2} \\
&= 7 \sqrt{3,64 - 0,41} \\
&= 7 \sqrt{3,23} \\
&= 7 (1,79) \\
&= 12,53
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
67-73	73,5	2,87	0,4979	0,0083	0,29	2	5,89
60-66	66,5	2,31	0,4896	0,0297	1,06	7	5,60
53-59	59,5	1,75	0,4599	0,0769	2,76	2	-0,27
46-52	52,5	1,19	0,3830	0,1473	5,30	5	-0,05
39-45	45,5	0,63	0,2357	0,2078	7,48	9	0,20
32-38	38,5	0,07	0,0279	-0,1565	-5,63	7	-2,24
25-31	31,5	-0,48	0,1844	-0,1641	-5,90	4	0,32
	24,5	-1,03	0,3485				
							9,45

Based on table above, reseracher found that  $x^2_{count} = 9,45$  while  $x^2_{table} = 9,48$ , cause  $x^2_{cause} < x^2_{table}$  ( $9,45 < 9,48$ ) with degree of freedom  $dk = 7 - 3 = 4$  and significant level  $\alpha = 5\%$ . So distribution of experimental class by using grammar translation method (Pre-test) is normal.

#### 6. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	25-31	4	<b>4</b>
2	<b>32-38</b>	<b>7</b>	11
3	39-45	9	20
4	46-52	5	25
5	53-59	2	27
6	60-66	7	34
7	67-73	2	36

Explanation :

$$Me = Bb + i \left( \frac{\frac{n}{2} - F}{fm} \right)$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 2, that:

$$Bb = 38,5$$

$$F = 4$$

$$fm = 7$$

$$i = 7$$

$$n = 36$$

$$1/2n = 18$$

So :

$$Me = Bb + i \left( \frac{\frac{n}{2} - F}{fm} \right)$$

$$= 38,5 + 7 \left( \frac{18 - 4}{7} \right)$$

$$= 38,5 + 7 (14/7)$$

$$= 38,5 + 7 (2)$$

$$= 38,5 + 14$$

$$= 52,5$$

7. Modus = 35

## APPENDIX 8

### Result of the Normality Test of Control Class by using Task Based Language Teaching in Pre-Test

8. The score of control class in pre test from low score to high score:

35 35 40 40 40 40 40 40 50  
 50 50 50 50 50 50 55 55 55  
 55 60 60 60 60 60 65 65 70 70  
 70 70 70 70 70 70 75 80

9. High = 80  
 Low = 35  
 Range = High – Low  
 = 80 – 35  
 = 45

10. Total of Classes =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (39)$   
 =  $1 + 3,3 (1,59)$   
 =  $1 + 5,24$   
 = 6,24  
 = 6

11. Length of Classes = = =  $7,50 = 7$

12. Mean

Interval Class	f	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
35 – 41	9	38	1	9	1	9
42 – 48	-	-	-	-	-	-
49 – 55	12	52	0	0	0	0
56 – 62	5	59	-1	-5	1	5
63 – 69	2	66	-2	-4	4	8
70 – 76	10	73	-3	-30	9	90
77 - 83	1	80	-4	-4	16	16
<i>i</i> = 7	39			-34		128

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 52 + 7( )$$

$$= 52 + 7(-0,87)$$

$$= 52 + (-6,09)$$

$$= 45,91$$



$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
&= 7 \sqrt{\frac{128}{39} - \left[ \frac{-34}{39} \right]^2} \\
&= 7 \sqrt{3,28 - (-0,87)^2} \\
&= 7 \sqrt{3,28 - 0,75} \\
&= 7 \sqrt{2,53} \\
&= 7 (1,59) \\
&= 11,13
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
77- 83	83,5	3,37	0,4996	0,0027	0,1053	1	0,98
70- 76	76,5	2,74	0,4969	0,0143	0,5577	10	1,63
63- 69	69,5	2,11	0,4826	0,0507	1,9773	2	0,01
56-62	62,5	1,49	0,4319	0,1268	4,9452	5	-0,01
49- 55	55,5	0,86	0,3051	0,2141	8,3499	12	0,43
42- 48	48,5	0,23	0,0910	0,2427	9,4653	0	-1
35-41	41,5	-0,39	-0,1517	0,1944	7,5816	9	0,18
	34,5	-1,02	-0,3461				
							2,16

Based on table above, researcher found that  $x^2_{count} = 2,16$  while  $x^2_{table} = 9,48$ , cause  $x^2_{count} < x^2_{table}$  ( $2,16 < 9,48$ ) with degree of freedom  $dk = 7 - 3 = 4$  and significant level  $\alpha = 5\%$ . So distribution of control class by using task based language teaching (Pre-test) is normal.

### 13. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	35-41	9	9
2	42-48	0	9
3	<b>49-55</b>	<b>12</b>	21
4	56-62	5	26
5	63-69	2	28
6	70-76	10	38
7	77-83	1	39

Position of Me in the interval of classes is number 3, that:

$$\begin{aligned}
 Bb &= 55,5 \\
 F &= 9 \\
 fm &= 12 \\
 i &= 7 \\
 n &= 39 \\
 1/2n &= 19,5
 \end{aligned}$$

So :

$$\begin{aligned}
 Me &= Bb + i \left( \frac{n/2 - F}{fm} \right) \\
 &= 55,5 + 7 \left( \frac{19,5 - 9}{12} \right) \\
 &= 55,5 + 7 (10,5/7) \\
 &= 55,5 + 7 (1,5) \\
 &= 55,5 + 10,5 \\
 &= 66
 \end{aligned}$$

14. Modus = 70

## APPENDIX 9

### Result of the Normality Test of Experimental Class by Using Grammar translation method in Post-Test

15. The score of experiment class in post test from low score to high score:

30 30 35 40 45 50 50 50 50 50  
 50 50 50 50 55 55 55 55 55 55  
 60 60 60 60 65 65 65 65 65 65  
 65 70 70 75 80 85

16. High = 85  
 Low = 30  
 Range = High – Low  
 = 85 – 30  
 = 55

17. Total of Classes =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (36)$   
 =  $1 + 3,3 (1,55)$   
 =  $1 + 5,11$   
 = 6,11  
 = 6

18. Length of Classes = = =  $9,16 = 9$

19. Mean

Interval Class	f	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
30 – 38	3	34	2	6	4	12
39 – 47	2	43	1	2	1	2
48 – 56	15	52	0	0	0	0
57 – 65	11	61	-1	-11	1	11
66 – 74	2	70	-2	-4	4	8
75 – 83	2	75	-3	-6	9	18
84 – 92	1	88	-4	-4	16	16
$i = 9$	36			-17		67

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 52 + 9( )$$

$$= 52 + 9(-0.47)$$

$$= 52 + (-4.23)$$

$$= 47.77$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
&= 9 \sqrt{\frac{67}{36} - \left[ \frac{-17}{36} \right]^2} \\
&= 9 \sqrt{1,86 - (-0,47)^2} \\
&= 9 \sqrt{1,86 - 0,22} \\
&= 9 \sqrt{1,64} \\
&= 9 (1,28) \\
&= 11,52
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
84-92	92,5	3,88	0,4999	0,0009	0,0324	1	2,98
75-83	83,5	3,10	0,4990	0,0092	0,3312	2	5,03
66-74	74,5	2,32	0,4898	0,0528	1,9008	2	0,05
57-65	65,5	1,53	0,4370	0,1636	5,8896	11	0,86
48-56	56,5	0,75	0,2734	0,2654	9,5544	15	0,56
39-47	47,5	-0,02	-0,0080	0,2801	-10,0839	2	-1,19
30-38	38,5	-0,80	-0,2881	0,1548	-5,5728	3	-1,53
	29,5	-1,58	-0,4429				
							6,76

Based on table above, researcher found that  $x^2_{count} = 6,76$  while  $x^2_{table} = 12,59$  cause  $x^2_{count} < x^2_{table}$  ( $6,76 < 12,59$ ) with degree of freedom  $dk = 9 - 3 = 6$  and significant level  $\alpha = 5\%$ . So distribution of experimental class by using grammar translation method (Post-test) is normal.

20. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	30-38	3	<b>3</b>
2	39- <b>47</b>	<b>2</b>	5
3	48-56	15	20
4	57-65	11	31
5	66-74	2	33
6	75-83	2	35
7	84-92	1	36

Position of Me in the interval of classes is number 2, that:

$$Bb = 47,5$$

$$F = 3$$

$$fm = 2$$

$$i = 9$$

$$n = 36$$

$$1/2n = 18$$

So :

$$\begin{aligned}
 Me &= Bb + i \left( \frac{n/2 - F}{fm} \right) \\
 &= 47,5 + 9 \left( \frac{18 - 3}{2} \right) \\
 &= 47,5 + 9 (15/2) \\
 &= 47,5 + 9 (7,5) \\
 &= 47,5 + 67,5 \\
 &= 115
 \end{aligned}$$

21. Modus = 50

**APPENDIX 10**

**Result of the Normality Test of Control Class by using Task Based Language Teaching in Post-Test**

22. The score of control class in post test from low score to high score:

40 40 40 40 50 50 50 50 50 50  
 50 50 50 50 50 50 50 50 55 55  
 55 60 60 60 60 60 60 60 65 65  
 65 65 70 70 70 70 75 75 80

23. High = 80  
 Low = 40  
 Range = High – Low  
 = 80 – 40  
 = 40

24. Total of Classes =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (39)$   
 =  $1 + 3,3 (1,59)$   
 =  $1 + 5,25$   
 = 6,25  
 = 6

25. Length of Classes = = = 6,6 = 7

26. Mean

Interval Class	f	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
40 – 46	4	43	1	4	1	4
47 – 53	14	50	0	0	0	0
54 – 60	10	57	-1	-10	1	10
61 – 67	4	64	-2	-8	4	16
68 – 74	4	51	-3	-12	9	36
75 - 81	3	78	-4	-12	16	48
I= 7	39			-38		114

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 50 + 7( )$$

$$= 50 + 7(-0,97)$$

$$= 50 + (-6,79)$$

$$= 43,21$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2}$$

$$\begin{aligned}
&= 7\sqrt{\frac{114}{39} - \left[\frac{38}{39}\right]^2} \\
&= 7\sqrt{2,92 - (0,87)^2} \\
&= 7\sqrt{2,92 - 0,75} \\
&= 7\sqrt{2,17} \\
&= 7(1,47) \\
&= 10,29
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
75-81	81,5	3,72	0,4999	0,0011	0,0429	3	6,89
68-74	74,5	3,04	0,4988	0,0079	0,3081	4	11,98
61-67	67,5	2,36	0,4909	0,0374	1,4586	4	1,74
54-60	60,5	1,68	0,4535	0,4137	16,1343	10	-0,38
47-53	53,5	0,10	0,0398	-0,0819	-3,1941	14	-5,38
40-46	46,5	0,31	0,1217	-0,0189	-0,7371	4	-6,41
	39,5	-0,36	0,1406				
							8,44

Based on table above, researcher found that  $x^2_{\text{count}} = 8,44$  while  $x^2_{\text{table}} = 9,48$ , cause  $x^2_{\text{cause}} < x^2_{\text{table}}$  ( $8,44 < 9,48$ ) with degree of freedom  $dk = 7 - 3 = 4$  and significant level  $\alpha = 5\%$ . So distribution of control class by using task based language teaching (Post-test) is normal.

27. Median

No	Interval of Classes	F	fk
----	---------------------	---	----

1	40-46	4	4
2	47-53	14	18
3	54-60	10	28
4	61-67	4	32
5	68-74	4	36
6	75-81	3	39

Position of Me in the interval of classes is number 2, that:

$$Bb = 53,5$$

$$F = 4$$

$$fm = 14$$

$$i = 7$$

$$n = 39$$

$$1/2n = 19,5$$

So :

$$\begin{aligned}
 Me &= Bb + i \left( \frac{n/2 - F}{fm} \right) \\
 &= 53,5 + 7 \left( \frac{19,5 - 4}{14} \right) \\
 &= 53,5 + 7 (15,5/14) \\
 &= 55,5 + 7 (1,10) \\
 &= 55,5 + 7,7 \\
 &= 63,2
 \end{aligned}$$

28. Modus = 50



## APPENDIX 11

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Grammar Translation Method and variant of the second class as control class sample by using Task Based Language Teaching are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using Grammar Translation Method (GTM) is:

$$\begin{aligned} n &= 36 \\ &= 1670 \\ &= 83350 \end{aligned}$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{36(83350) - (1670)^2}{36(36-1)} \\ &= \frac{3000600 - 2788900}{36(35)} \\ &= \frac{211700}{1260} \\ &= 168,01 \end{aligned}$$

B. Variant of the control class sample by using Task Based Language Teaching(TBLT) is:

$$\begin{aligned}n &= 39 \\ &= 2185 \\ &= 128325\end{aligned}$$

So:

$$\begin{aligned}S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\ &= \frac{39(128325) - (2185)^2}{39(39-1)} \\ &= \frac{5004675 - 4774225}{39(38)} \\ &= \frac{230450}{1482} \\ &= 155,49\end{aligned}$$

The Formula was used to test hypothesis was:

$$F =$$

So:

$$\begin{aligned}F &= \frac{168,01}{155,49} \\ &= 1,08\end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,08$  with  $\alpha 5\%$  and  $dk = 36$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,76$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,08 < 1,76$ ). So, there is no difference the variant between the first class as experimental class by using Grammar Translation Method and the second class as control class by using Task Based Language Teaching (homogeneous).

## APPENDIX 12

### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using grammar translation method and variant of the second class as control class sample by using task based language teaching were used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using grammar translation method(GTM) is:

$$\begin{aligned} n &= 36 \\ &= 2035 \\ &= 120325 \end{aligned}$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{36(120325) - (2035)^2}{36(36-1)} \\ &= \frac{4331700 - 4141225}{36(35)} \\ &= \frac{190475}{1260} \\ &= 151,17 \end{aligned}$$

B. Variant of the control class sample by using task based language teaching (TBLT) is:

$$n = 39$$

$$= 2215$$

$$= 129825$$

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$= \frac{39(129825) - (2215)^2}{39(39-1)}$$

$$= \frac{5063175 - 4906225}{39(38)}$$

$$= \frac{156950}{1482}$$

$$= 105,90$$

The formula was used to test hypothesis was:

$$F =$$

So:

$$F =$$

$$= 1,42$$

After doing the calculation, reseracher found that  $F_{\text{count}} = 1,42$  with  $\alpha$  5 % and  $dk = 36$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,76$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,42 < 1,76$ ). So, there is no difference the variant between experimental class by using Grammar Translation Method and control class by using Task Based Language Teaching (homogeneous).

## APPENDIX 13

### TEST OF EQUALITY TWO MEAN

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(36 - 1)(168,01) + (39 - 2)(155,49)}{36 + 39 - 2}} \\ &= \sqrt{\frac{35(168,01) + 37(155,49)}{73}} \\ &= \sqrt{\frac{5880,35 + 5753,13}{73}} \\ &= \sqrt{\frac{11633,48}{73}} \\ &= \sqrt{159,36} \\ &= 12,62 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{37,52 - 45,91}{\sqrt{\frac{1}{36} + \frac{1}{39}}} \\ &= \frac{-8,39}{\sqrt{0,0277 + 0,0256}} \end{aligned}$$

$$\begin{aligned}
&= \frac{-8.39}{\sqrt[12,62]{0.0533}} \\
&= \frac{-8.39}{0,81} \\
&= -10,35
\end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = -10,35$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 36 + 39 - 2 = 73$ , researcher found that  $t_{\text{table}} = 1,66$ , cause  $t_{\text{count}} < t_{\text{table}}$  ( $-10,35 < 1,66$ ). So,  $H_0$  is accepted, it means no difference the average between the first class as experimental class by using grammar translation method and the second class as control class by using task based language teaching in this research.

## APPENDIX 14

### TEST OF DIFFERENCE TWO MEAN

To test difference test of the both averages was used t-test formula, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$H_0$  is accepted if  $t \geq t_{(1-\alpha)(n_1 + n_2)}$  with opportunity  $(1 - \alpha) = 1 - 5 = 95\%$  and  $dk = (n_1 + n_2 - 2)$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(36 - 1)(151,17) + (39 - 1)(105,90)}{36 + 39 - 2}} \\ &= \sqrt{\frac{35(151,17) + 38(105,90)}{73}} \\ &= \sqrt{\frac{5290,95 + 4024,2}{73}} \\ &= \sqrt{\frac{9315,15}{73}} \\ &= \sqrt{127,60} \\ &= 11,29 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{47,77 - 43,21}{\sqrt{\frac{1}{36} + \frac{1}{39}}} \\ &= \frac{4,56}{\sqrt{0,0277 + 0,0256}} \end{aligned}$$

$$\begin{aligned}
&= \frac{5,51}{\sqrt[11,29]{0,0533}} \\
&= \frac{5,51}{0,790} \\
&= 6,974
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that  $t_{\text{count}} = 6,974$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 36 + 39 - 2 = 73$ , and researcher found that  $t_{\text{table}} = 1,66$ , cause  $t_{\text{count}} > t_{\text{table}}$  ( $6,974 > 1,66$ ). So,  $H_a$  is accepted, it means that there is significant difference of grammar translation method and task based language teaching to students' ability in writing recount text.



**APPENDIX 15**

**Daftar Nilai Persentil Untuk Distribusi t**

V	t <sub>0,995</sub>	t <sub>0,99</sub>	t <sub>0,975</sub>	t <sub>0,95</sub>	t <sub>0,90</sub>	t <sub>0,80</sub>	t <sub>0,75</sub>	t <sub>0,70</sub>	t <sub>0,60</sub>	t <sub>0,55</sub>
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127

24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
12										
0	2,62	2,36	1,98	<b>1,66</b>	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

## Appendix 16

### Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852



3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000
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**APPENDIX 17**

**Chi-Square Table**

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932

22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

**APPENDIX 18**

Photo of the Research



## **CURRICULUM VITAE**

### **A. Identity**

Name : YUSNITA LUBIS  
Nim : 08 340 0038  
Place and Birthday : Panyabungan, 05 October 1990  
Sex : Female  
Religion : Islamic

### **B. Parent**

1. Father's name : Zulkarnain Lubis
2. Mother's name : Maswarni

### **C. Educational background**

1. Graduated from Primary School number 145602
2. Graduated from MTsN Siabu
3. Graduated from MAN Panyabungan
4. Be University student in IAIN Padangsidimpuan.

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Problems**

Nowadays, English had been an important language. It is widely used by most people in the world as medium of communication for international relation. It is also widely used the language of the printed information. A great of the world scientific and especially education is written and published in English.

In Indonesia, the needed of English as foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how important this language, our government had determined English as the first foreign language which taught in Indonesia. By English, the students are hoped to enrich their knowledge, so they are able to apply their knowledge in the life.

It is clearly stated in the curriculum that the objective of teaching English to students for improving them in the four skills of language, they are reading, writing, listening, and speaking. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge. Moreover, in al-Qur'an Allah invites the human to learn as written:



الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَبُ ۞ عَلَقٍ مِّنَ الْإِنسَنِ خَلَقَ ۞ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ  
 ۞ يَعْلَمُ لَمْ مَا الْإِنسَنِ عَلَّمَ ۞ بِالْقَلَمِ عَلَّمَ

Meaning: Recite in the name of your lord who created, created man from a clot  
 if congealed blood recite: and your lord is most generous who taught  
 by the pen, taught man what he didn't know.<sup>1</sup>

Next, the prophet Muhammad saw said:

...<sup>2</sup> مسلم كل على فريضة العلم طلب ...

Meaning: Menuntut ilmu adalah wajib bagi setiap muslim... (Browsing  
 knowledge is obligation by Muslim people...)

In Al-Quran explanation above, browsing knowledge is an obligation by  
 Muslim people in learning language. Moreover, English now is really necessary  
 for every side of knowledge and it can help every Muslim to be capability in  
 facing the modern era nowadays. In learning English, the students expected to  
 master structure grammar of English specially in writing. Furthermore we can  
 look at Surah Al-Baqoroh verse 282 states:

<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001), p. 924.

<sup>2</sup>Muhammad Puad Abdul Baqi, *Sunan IbnuMadja, ZusAwwal Babul Muqoddimah* (Beirut-Lebanon: Dar Alkitab Ilmiah, ttp), p. 81.

كَاتِبِينَكُمْ وَلِيَكْتُبَ فَاكْتُبُوهُ مُسَمًّى أَجَلٍ إِلَىٰ يَدَيِّنَا تَدَايُنًا إِذْ أَنتُمْ إِذًا أَمْنًا وَالَّذِينَ يَتَأْتِيهَا  
 اللَّهُ عِلْمَهُ كَمَا يَكْتُبُ أَنْ كَاتِبِيَابٍ وَلَا بِالْعَدْلِ كَ

Meaning: O you who believe! When you contract a dept. for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuses to write as Allah has taught him, so let him write.<sup>3</sup>

Writing is activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information. Thus writing ability is the activity to transfer ideas through words and sentences the idea will change to scientific. In writing ability development, the teacher has done many efforts continuously. In this case, the efforts has been done by teacher, such as: changing the techniques in every teaching and learning process, giving more exercise, giving a task or homework to the students in post teaching, and also holding the remedial teaching to the students who haven't understood it.

Actually, many factors that cause the students are unable to write text. according English teacher At Grade XI in Madrasah Aliyah Negeri Panyabungan has found most of students have low ability in writing because they do not understand about component of recount text, lack of mastering grammar

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<sup>3</sup>Muhammad Muhsin Khan, *Interpretation of The meaning of The Noble Qur'an in English Language* (Al-MadinahAl-Munawarah:Islamic University,1993),p. 75.

that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text, no ideas to write. The teaching method that used by Englishteacher in Madrasah Aliyah Negeri Panyabungan is discourse. So, students' ability in writing recount text is low.

Furthermore, there are some method that can be used to help the students, two among the method is grammar translation method and task based language teaching. Grammar Translation Method (GTM) is a method in language teaching which promotes grammar mastery and translation ability as the main features in teaching and learning a target language. Meanwhile, Task Based Language Teaching (TBLT) is an approach in language teaching which devotes to develop communicative competence through providing task in the classroom.

Based on the explanation above, the writer was interested to do a research that title: A Comparative Study between Grammar Translation Method and Task Based Language Teaching on Students' Ability in Writing Recount Text at XI Madrasah Aliyah Negeri Panyabungan.

## **B. Identification of the Problem**

Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. The components of teaching and learning process are very essential in order to run a teaching and learning

process. There are many components that can effect of learning. They are teacher, students, teaching media, method,environment and curriculum.<sup>4</sup>

Based on background of research about students' ability in writing, there were still may students who can not write a good paragraph. The problem might be occured because most of students rarely write, they do not know the component recount text, lack of mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text, no ideas to write. It makes them very difficult to write paragraph. So that, the researcher offered to solve the problem by using Grammar Translation Method and Task Based Language Teaching.

### **C. Limitation of the Problem**

The problem of writing is very large and the method used in teaching writing is very much. So that the researcher limitate the problem and focused in grammar translation method and task based language teaching to improve the students' ability in writing recount text at first semester of XI grade students' of Madrasah Aliyah Negeri Panyabungan in 2013-2014 academic year.

### **D. Formulation of the problem**

To make the problem clear, the writer formulated the problem based on identification above as follow: is there the different between grammar translation

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<sup>4</sup>Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: Kencana, 2008), p. 197.

method and task based language teaching on students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan?

#### **E. The Objective of The Research**

The objective of research is to examine the formulation of the problem. So that, based on formulation above the writer determines the aim of the research is to examine the different effect between grammar translation method and task based language teaching on students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan.

#### **F. Significances of The Research**

This research has significances to the following area:

1. For teachers, the result of this research gave one suitable method that can be used by teachers to get successful learning especially in teaching writing.
2. For Students as the motivation to improve their ability in writing.
3. For the head master, must give support motivation to the teacher and students and prepare the facilities which needed especially for English subject.
4. For other researcher, the result of this research is hoped to help the other researcher who will conduct further research in the same topic.

#### **G. Definition of Operasional Variable**

To avoid misunderstanding of writer and reader in the title of the problem, writer will give the defenition of this research as the follow:

1. Students' ability in writing recount text using Grammar translation method.

Grammar translation method is a kind of English teaching method which focusses on grammatical rules as the basis for translating from the second to native language.<sup>5</sup> Students' ability is a power level of skill or intelligence a person who is studying in a university or college in performing something.

2. Students' ability in writing recount text using Task based language teaching. Task based language teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of task.<sup>6</sup> Students' ability is skill a person in performing something in writing form.

#### **F. Outline of thesis**

The systematic of this research is divided into five chapters, and each chapter consists of many sub chapters with detail as follows:

In chapter one, tell about introduction of the research consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significances of the research, definition of operational variables, and outline of thesis.

In chapter two, tell about theoretical description, which explain about: 1). grammar translation method consist of background of grammar translation method, defenition of grammar translation method, the principle of grammar

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<sup>5</sup>H.Douglas Brown, *Principles of Language Learning and Teaching*(USA: PearsonLongman, 2007),p.16.

<sup>6</sup>David Nunan, *Second Language Teaching and Learning* (Boston: Heinle and heinle Publisher, 1999). P. 24.

translation method, the objective of the grammar translation method, the procedure of grammar translation method. 2) Task Based Language Teaching consist of background of task based language teaching, the defenition of task based language teaching, the principle of task based language teaching, the objective of task based language teaching, and the procedure of task based langage teaching. 3) writing recount text consist of defenition of writing, kind of writing, evaluation of writing, defenition of recount text, the structural element of recount text, the language features of recount text. Then review of related finding, conceptual framework, and hypothesis.

In chapter three, tell about research methodology consist of place and time of the research, research design, population and sample, instruments of data collecting, techniques of data collecting consist of pre test, treatment, post test, procedure of research, and techniques of data analysis.

In chapter four, tell about the result of the research consist of description of the data, the testing of hypothesis, the result of research, and the threats of the research.

In chapter five, consist of conclusion and suggestion.

## **CHAPTER II**

### **THEORETICAL DESCRIPTION**

#### **A. Literature Review**

##### **1. Grammar Translation Method**

###### **a. The Background of Grammar Translation Method**

Grammar translation method is the oldest method in the history of language teaching. This method have been established the some centuries after the death of Jesus Christ. At one time this method was called “classical method” since it was first used in the teaching of the classical language, such as Latin and Greek. This method focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the classical method was adopted as the chief means for teaching foreign languages. In nineteenth century, the classical method came to be known as the grammar translation method,

At the beginning of this century, this method is used to assist students in reading and understanding a foreign language literature. But it is also expected that it is in studying or understanding the grammar of the desired target language, students will become more familiar with the language rules in accordance with the source language and a deeper



understanding of this will further help them in reading and writing according to the source language to be better.

Finally, it was studying a foreign language would help students in developing intellectual, it can be recognized that the students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

#### b. The Defenition of Grammar Translation Method

Karl plotz in Bambang Setiyadi said “ grammar translation method is the method included rote learning of grammar rules, learning to put grammatical labels on words, and learning to apply the rules by traslating sentence.”<sup>1</sup> According brown grammar translation method is the method focus on grammatical rules as the basis for translating from the second to native language.<sup>2</sup>

In conclusion, grammar translation method is the method that is used by teacher in the classroom that emphasize grammar mastery and translation ability from the second language to native language.

#### c. The Principle of Grammar Translation Method

Principally, the grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules and studying

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<sup>1</sup>Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 31.

<sup>2</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Longman, 1994), p. 18

conjugations. Anthony's terms in "in the sense that the method is not an overall plan of language teaching, the method also has principles regarding to language teaching. The principles of the grammar translation method are these<sup>3</sup>:

- a. Grammar rules are presented and studied explicitly. Grammar is taught deductively and then practiced through translation exercises.
- b. The primary skills to be developed are reading and writing.
- c. Hardly any attention is paid to speaking and listening skill.
- d. Teacher correction is the only way to make students produce the right forms of the foreign language.
- e. The goal of foreign language learning is the ability to understand the text written in the foreign language.
- f. Mastering the grammar of the foreign language is essential in order for students to understand the written target language.
- g. Vocabulary is learnt from bilingual word lists.
- h. A paramount use of translation exercises is given.

d. The objective of grammar translation method

According to Larsen Freeman,

Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.<sup>4</sup>

Next, Bambang says:

A fundamental purpose of teaching the target language through the GTM is to be able to read literature written in the target language. This purpose can be reached by learning about the grammar rules and vocabulary of the target language. It is also believed that studying a

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<sup>3</sup>Ag. Bambang setiyadi, *Op.Cit.*, p. 34.

<sup>4</sup>Diane Larsen- freeman, *Techniques and Principles in Language Teaching*(New York: Oxford University Press, 2002), p. 11.

foreign language provides students with good mental exercise which helps develop students' minds.<sup>5</sup>

In conclusion, the purpose of grammar translation method is to increase the students' knowledge based on grammatical rules and increase students vocabularies.

#### e. The Procedure of Grammar Translation Method

According to Diane Larsen the following procedure of teaching the target language through the grammar translation method:<sup>6</sup>

1. The class reads a text written in the target language
2. Students translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any questions.
4. Students write out the answer 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 students to state the grammar rule.
9. Students memorize the rule.
10. Errors are corrected by providing the right answers.

From the procedure above is a combination of activities of teaching grammar and translation. The teaching begins with English rules, isolated vocabulary items, paradigms and translation. The teacher explain the rules and then simple words are put into slots of grammatical rules. The teacher

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<sup>5</sup>Ag. Bambang Setiyadi, *Op. Cit.*, p. 33.

<sup>6</sup>Diane Larsen freeman, *Op.Cit.*, p. 36

provides with other words and the translation. The students then practice using the rules by using the words provided.

## **2. Task Based Language Teaching**

### **a. The Background of Task Based Language Teaching**

Task Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents present it as a logical development of communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s.<sup>7</sup> TBLT proposes the notion of “task” as a central unit of planning and teaching. A task is an activity or goal that is carried out using language, such as finding the solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

Task based language teaching is an approach under communicative approach in language teaching which argues that the best teaching of language is through conducting variety of task by using the targeted language. It is an emergent from a focus on classroom processes ‘task-based instruction’ or also known as task based teaching.

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<sup>7</sup> Jack. C. Richard, *Approach and Methods in Language Teaching* (USA: Cambridge University Press, 2001). p. 223

## b. The Definition of Task Based Language Teaching

Brown says, task based instruction view the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, and the purposes of which extend beyond the practice of language for its own sake.<sup>8</sup> According to Nunan, task based language teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but collection of tasks.<sup>9</sup>

In conclusion, task based language teaching is an approach in language teaching which devotes to develop communicative competence through providing task in the classroom.

## c. The Principle of Task Based Language Teaching

According Nunan, seven principles for task based language teaching are:<sup>10</sup>

1. Scaffolding  
Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.
2. Task dependency  
Within a lesson, one task should grow out of, and build upon, the one that have gone before.
3. Recycling

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<sup>8</sup>H. Douglas Brown, *Op.Cit.*, p. 50

<sup>9</sup>David Nunan, *Second Language Teaching & Learning* (Boston: Heinle Publisher, 1999), p. 24.

<sup>10</sup>David Nunan, *Task Based Language Teaching* (New York: Cambridge University Press, 2004), p. 35

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

4. Active learning

Learners learn best by actively using the language they are learning.

5. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

d. The Objective of Task Based Language Teaching

The goal of this approach is to develop students' communicative competence. However, to make it detail there should be a range of conducts to be completed that are called the task. The goal of conducting tasks is to enable students conducting real life communication and master linguistic feature. Grading the tasks will be result in objective of each task, these objective are to be achieved through classroom process.

e. The Procedure of Task Based Language Teaching

According Willis in Richard recommends a similar sequence of activities:<sup>11</sup>

1. Pre-Task activities

Introduction to topic and task.

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<sup>11</sup>Jack C. Richard, *Op. Cit.*, p. 239.

Teacher helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using picture, mime, or personal experience to introduce the topic.

## 2. Task activities

### a. Task

- 1) The task is done by students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say.
- 2) Teacher walks round and monitors, encouraging in a supportive way every one's attempts at communication in the target language.
- 3) Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.

### b. Planning

Planning prepares for the next stage, when students are asked to report how they did the task.

### c. Report

Teacher asks some pair to report briefly to the whole class so everyone can compare finding.

## 3. Post task activities

### a. Analysis

Find all verb in the simple past form .

### b. Practice

Teacher conducts practise activities, based on the language analysis work already on the board, or using example from the text or transcript.

## 3. Students' Ability

### a. Students

#### 1) The definition of Students

In Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>12</sup> According

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<sup>12</sup>Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gita media Press, tt), p. 511.

Ramayulis in this book “Ilmu Pendidikan Islam” that student is the member of society that effort to develop his/her self thorough education level process and kind of certain education.<sup>13</sup>

According to Hornby that student is a person who is studying at school or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who atend a school, or who seeks knowledge from professional teachers or from books as the students o an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systemic observer, as a student of human nature, or of physical nature.<sup>14</sup>

So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

## b. Ability

### 1) The definition of Ability

Hornby stated that “Ability is the mental or physical capacity, power or skill required to do something”.<sup>15</sup> Ability is a level of skill or intelligence.<sup>16</sup> Then the ability means the quality or capacity of being

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<sup>13</sup>Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 169

<sup>14</sup>Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

<sup>15</sup>A.S Hornby, *Oxford Advanced Learner Dictionary* (New York: University Press, 2000), p. 2.

<sup>16</sup>*Ibid.*, p. 357.



able to do something well.<sup>17</sup> Ability is capacity or power to do something physical and mental. That's mean to do something consist of physical or mental achievement. So can be determined as a skills, expertness or talent.<sup>18</sup>

Based on abovedefinitions, the researcher concludes that the students abilty is a power level of skill or intelligence of a person who is studying in a university or college in performing something. So, students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a University or College.

#### 4. Writing Recount Text

##### a. The Definition of Writing

Writing is largely a solitary act. It is formed in isolation. Writing depends primarily on the word writers choose and the form they give to their ideas.<sup>19</sup> In addition, Nunan said that writing can be defined by a series of contrasts as:<sup>20</sup>

- 1) It is both physical and a mental act. Writing is the mental work of inverting ideas, thinking about how to express them, and

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<sup>17</sup>*Ibid.*, p. 1344.

<sup>18</sup>Victoria Neufalt&David B. Guralmik, *Webstern New World Collage Dictionary*( USA: Mac MIan, 1995),p. 2.

<sup>19</sup>Jane B Hughey,*Teaching ESL Composition Principle and Techniques*(New York: Newbury House Publisher, 1983), p. 4.

<sup>20</sup>David Nunan, *Practical English Language Teaching*(Singapore: Mc Graw-Hill, 2003), p. 88.

organizing them into statements and paragraphs that will be clear to a reader.

- 2) Its purpose is both to express and impress. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and readers, also called the audience, who need to have ideas expressed in certain ways.
- 3) It is both a process and product. The writer imagines, organizes, draft, edits, reads, and rereads. This process of writing is often cyclical and disorderly.

Next, according to Hamp-Lyons, writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics.<sup>21</sup> According to Kathteen says that writing is an excellent means of monitoring and improving your comprehension and retention, also an effective learning strategy.<sup>22</sup>

So, writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read.

#### b. Kinds of writing

Writing is the expression of the mind of writers, and most of the writers write when they have some inner feelings related to their own self,

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<sup>21</sup>Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

<sup>22</sup>Kathleen T. Mc. Whorter, *Efficient and Flexible Reading*(USA: The Lehigh Press, 1992), p. 289.

their surroundings, the political and the economical situation of the state or the facts related to their professions. According Michael the kinds of writing are:<sup>23</sup>

- 1) *Expository or informative writing* to share knowledge and give information, directions, or ideas. Example, describing events or experience.
- 2) *Expressive/narrative writing* is a personal or imaginative expression in which the writer produces story or essay. This type of writing is often based on observations of people, objects, place and may include creative speculations and interpretation.
- 3) *Persuasive writing*, writer attempts to influence others and initiate action or change. This type of writing is often based on background information, facts.

#### c. Evaluation of Writing

In evaluation the writing, we have looked at the writer and the type of knowledge writers bring to the writing task. We have indicated that the purpose of writing and genre determine what and how students write. Two important components in the assessment of writing are the nature of the task and the scoring criteria. There are some criteria of writing assessment:

##### 1) Grammar

Based on Michael and O'Dell, Grammar is the part of the study of language which deals with forms and structure of words,

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<sup>23</sup> J. Michael O, Malley, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing, 1996),p. 137.

with their customary arrangement in phrase and sentence and often with language sounds and word meanings.<sup>24</sup>

## 2) Vocabulary

Vocabulary in Victoria Neufeldt is defined as an interrelated group of non-verbal system, symbols, signs, gesture, ect. It is simply understood as all the words that writer uses in writing. English vocabulary has a remarkable range, flexibility, and adaptability. There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.<sup>25</sup>

## 3) Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.<sup>26</sup>

## 4) Fluency and Form (Organization)

In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

Then, Form (organization) is one of the main assessment in writing

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<sup>24</sup>Michael McCarthy and Felicity, O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced* (Cambridge: University Press, 1994), p. 2.

<sup>25</sup>Victoria Neufeldt, *Webster's New world College Dictionary* (USA: Macmillan, 1998), p. 1287.

<sup>26</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (New York: Pearson Education, 2004), p. 244-245.

ability. This criterion is identified introduction, body and conclusion of writing task.<sup>27</sup>

#### d. The Definition of Recount Text

There are many definitions of Recount text. As stated by some experts such as, according to AS. Hornby says that “recount is to tell somebody about something, especially something that you have experienced.”<sup>28</sup> In addition, Linda Gerot and Peter Wignell say that Recount text is to retell events for the purpose of informing or entertaining.<sup>29</sup> In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator’s opinion has been charged through the stages of Evaluation and the choice of climax (complication) in narrative, a recount is absent from the tellers judgment. Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way.<sup>30</sup>

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<sup>27</sup>*Ibid*, p. 289.

<sup>28</sup>AS.Hornby, *Op.Cit.*, p. 1106.

<sup>29</sup>Linda Gerot and Peter Wignell,*Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994),p. 194.

<sup>30</sup>David butt, *Using Functional Grammar (An explorer’s guide)* (National Centre for English Teaching and Research: Macquarie University, 2000), p.9.

Next, Pardiyono defines recount text as a kind of text that is aimed to inform about an event in the past.<sup>31</sup> It means that recount text an event or activities are happened in the past time.

From the explanation above, the writer concludes that recount text is a text which is used to inform past event or series of events that happened in the past. So, if the students want to tell their experience, they are able to understanding of recount text.

e. The Structural Element of Recount Text

Here structural element of recount text, consist to orientation, events and reorientation, and will be explain as follow.

1) Orientation

Orientation consists of opening, introduction the participant, time and the place. As Otong Setiawan Djuharie says: “Orientation refers to part of the text which gives setting or introducing”.<sup>32</sup> The part will guide the reader to make guessing of the content or form of the text which is read. It means that after the reader read an orientation of the text, the reader can guest the content of the text. Furthermore, in short definition, Gerot and Wignell say: “Orientation provides the setting and introduces the participants”.<sup>33</sup>

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<sup>31</sup>Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Berbasis Genre Secara Efektif* (Yogyakarta: Andi, 2007), p. 63

<sup>32</sup>Otong Setiawan Djuharie, *Genre*(Bandung: Yrama Widya, 2007), p. 44.

<sup>33</sup>Linda Gerot and Peter Wignell, *Loc. Cit.*

Related to the above of explanation, the writer concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question “who, where and when”, and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you, (When) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

## 2) Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. And Gerot and Wignell say, “Event tell what happened, in what sequence”.<sup>34</sup> In another word, Otong Setiawan Djuharie says that event is sequence of event.<sup>35</sup> In addition, according to Pardiyono says “event contains of recording of activities or events in the past that is told based on it chronological events”.<sup>36</sup> The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on verb is “bought”. Here the word “bought” shows the subject phenomenon or activity.

## 3) Re- orientation

Re- orientation is a part of structure of recount text contains optional closure of the event in the text. Otong Setiawan Djuharie says that

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<sup>34</sup>Linda Gerot and Peter Wignell, *Loc. Cit.*

<sup>35</sup>Otong Setiawan Djuharie, *Loc. Cit.*

<sup>36</sup>Pardiyono, *Loc. Cit.*

“Re- orientation refers to the part of text that gives indication that the events in the text have finished”.<sup>37</sup> Briefly, Pardiyono says that re-orientation contains the brief conclusion of the record events.<sup>38</sup> By comprehending the quotations, the writer concludes both experts determine re- orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story.

f. The Language Features of Recount Text

The language features of recount text, tells about language or part of speech that use of recount text. Here will be explained as follow:

<b>LANGUAGE FEATURES</b>	Using nouns and pronouns	Example: David, we, they, his
	Using action verbs	Example: went, spent, played
	Using time conjunctions	and, but, after, finally
	Using adverbs and adverbs of phrases	in my house, two days ago, slowly, cheerfully
	Adjectives	beautifully, sunny
	Using past tense	Verb II, examples: went, studied, wrote, ate and drank.

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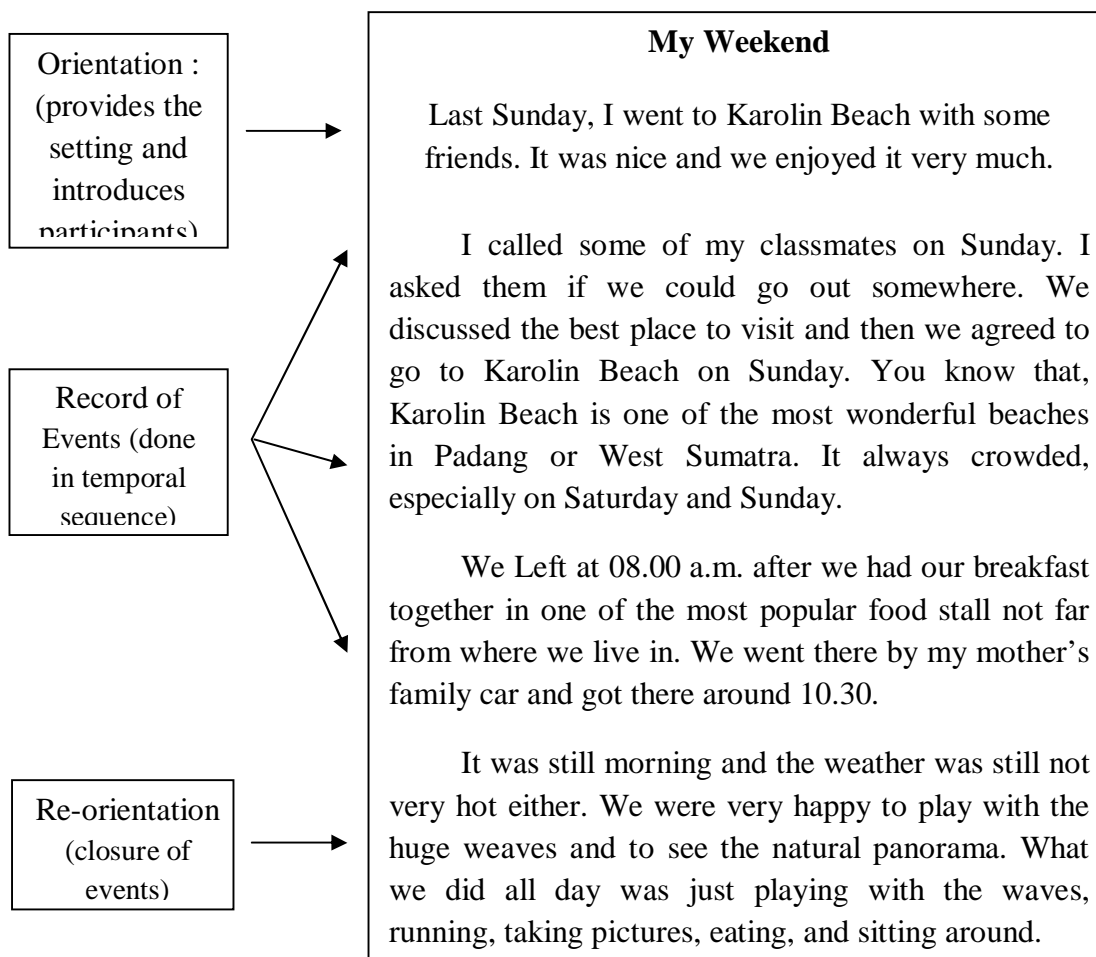
<sup>37</sup>Otong Setiawan Djuharie, *Loc.Cit.*

<sup>38</sup>Pardiyono, *Loc. Cit*



The writer concludes that recount text has its structure and language features as the draft of its text. To give more understanding about it, the writer presents you the example as follow:

Example:



## B. Review of Related Finding

There were some related finding to this research. Many people had done research about English. These related discuss about method in English, like grammar translation method and writing. Clearly, these are some research:

The first, Derliana Siregar had done research about “A Comparative Study between Grammar Translation Method and Genre Based Language Teaching on Students’ Reading Comprehension Text at SMPN 6 Padangsidimpuan. Her conclusion in her research, the score of grammar translation method was bigger than genre based language teaching (85,33 > 83,05). It means that there was the different between both of methods. So that, the hypothesis was accepted. It was concluded that there was the different effect between using grammar translation method and genre based language teaching on student reading comprehension text at SMPN 6 padangsidimpuan.<sup>39</sup>

The second, Endang Suryantina had done research about “The Effect of Using Group Investigation Strategy on Writing Recount Text Ability (A Study at Eleventh Grade Students of SMK Negeri 1 Batang Angkola).<sup>40</sup>” From the result of the data analysis, it is found that  $t_{observed}$  is 0.85 while  $t_{table}$  is 2.00. It means that  $t_{observed} < t_{table}$  (0.85 < 2.00) which means there is no a significant difference between group investigation and conventional strategy in teaching writing recount text ability that means the hypothesis is rejected.

In conclusion, from the description above, the researcher interest to make the research about “A Comparative Study between Grammar Translation Method

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<sup>39</sup>Derliana Siregar, A Comparative Study between Grammar Translation Method and Genre Based Language Teaching on Students’ Reading Comprehension Text at SMPN 6 Padangsidimpuan (Script STAIN Padangsidimpuan, 2012)

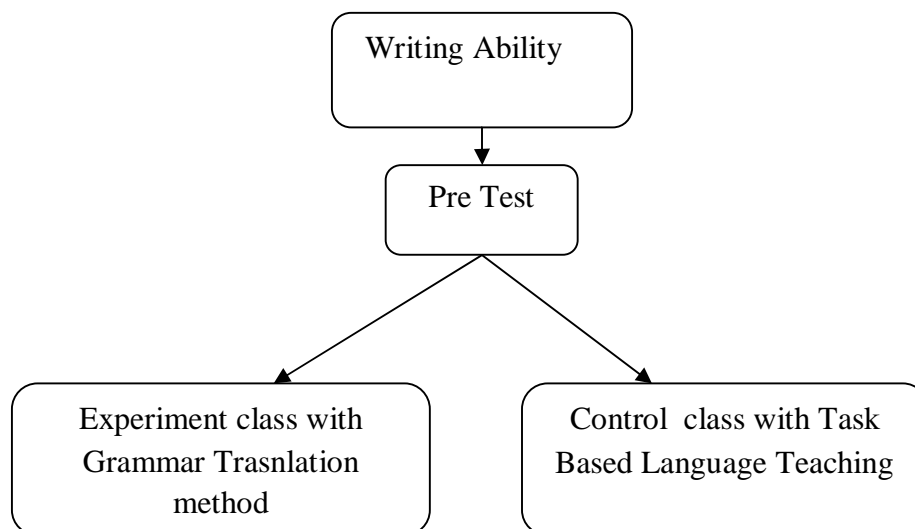
<sup>40</sup>Endang Suryantina, The Effect of Using Group Investigation Strategy on Writing Recount Text Ability (A Study at Eleventh Grade Students of SMK Negeri 1 Batang Angkola) (Script STAIN Padangsidimpuan, 2012)

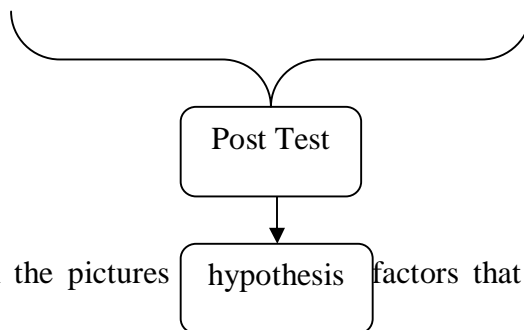
and Task Based Language Teaching on Students' Ability in Writing Recount Text at XI Madrasah Aliyah Negeri Panyabungan.

### C. Conceptual framework

The successful of writing ability depends on many factors. One of them is how the teacher teaches to students. The suitable method is very important to teach writing. Recount text is a kind of text that retell about events, activities that have done in the past. And recount text refers to someone experience.

Grammar translation method and task based language teaching are methods to teach writing. These methods have influence in English especially in writing. Method and subject are two parts have relation. The relation of grammar translation method and genre based language teaching in writing ability can be seen as follow:





From the pictures hypothesis factors that cause the students low ability in writing because they do not understand about component of recount text, lack of mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text, no ideas to write.

To solve the problem, some methods can be used by teacher like grammar translation method and task based language teaching. These methods can be help the teacher and make easier in teaching. The application of these methods will give the result to students' ability in writing.

#### **D. Hypothesis**

Hypothesis of the research is “There is significant difference between grammar translation method and task based language teaching on students' ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan.”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Time and Place Research

This research was done at Madrasah Aliyah Negeri Panyabungan. It is located on Jln. Medan Padang, Km 4 DalanLidang. This subject of research was at the first grade of students at MAN Panyabungan 2013 academic years. This research had been done from December 2012 until September 2013.

#### B. Research Design

The writer used experimental method in doing this research. L.R Gay says, “Experimental research is the only type of research that can test hypothesis to establish cause and effect”<sup>1</sup> In addition, Sugiyono said that Experimental research is a research that is used to find the effect of treatment, different with the other research do not use treatment.<sup>2</sup>

From the quotation above, writer concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variable. In this research, the writer used Pretest-Posttest Control Group Design.

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<sup>1</sup>L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application* (New York: Prentice Hall, 1992), p. 367.

<sup>2</sup>Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 107.

**Table I**  
**Pretest-Post test Control Group Design**

Group	Pre-test	Treatment	Post-test
Experimental	√	X <sub>1</sub>	√
Control	√	X <sub>2</sub>	√

### C. The Population and Sample

#### 1. Population

SuharsimiArikuntosaid a population is a set (collection) of all elements processing one or more attributes of interest.<sup>3</sup>Then Sukardi said population is all members of well defined class of people, event, or subjects.<sup>4</sup>Based on the quotation above, the population of research consists of all the students at XI in Madrasah AliyahNegeriPanyabungan. So that, it can be seen the table follow:

**Table II**  
**Table Population of Research**

NO	CLASS	TOTAL
1	XI IPA 1	28
2	XI IPA 2	36

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<sup>3</sup> SuharsimiArikunto,*ProsedurPenelitianSuatuPendekatanPraktek* (Jakarta: RinekaCipta, 1993), p. 108.

<sup>4</sup>Sukardi, *MetodologiPenelitianPendidikan* (Jakarta: BumiAksara, 2003),p. 53.

3	XI IPA 3	39
4	XI IPA 4	40
5	XI IPA 5	38
6	XI IPA 6	39
7	XI IPS 1	35
8	XI IPS 2	35
9	XI IPS 3	30
	Total of all students	320

## 2. Sample

Arikunto said sample is a part of population which will be researched.<sup>5</sup>Then, Sugiyono said Sample is part of quantity and characteristic that had of population.<sup>6</sup>So, in this research, the writer uses purposive sample. Purposive sample is the technique to get the sample by choosing two classes. The writer chooses XI IPA2 consisted of 36 and XI IPA3 consisted of 39.

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<sup>5</sup>Suharsimi Arikunto, *Op, Cit.*, p. 109.

<sup>6</sup>Sugiyono, *Metode Penelitian Bisnis* (Bandung: CV. Alfabeta, 2007), p. 107.

So, the total samples of the research are 75 students. The writer chose these classes because the two classes have similar competence in English.

#### D. The Instrument of Resesearch

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data."<sup>7</sup> So that, the process is easier and better with the more careful, complete and systematic. In this research, the writer gave the pre test and post test to experiment and control class. It can see from the table below:

**Table III**  
**Table of the Design of instrument**

Class	Pre-test	Treatment	Post-test
Experiment class	√	Grammar Translation Method	√
Control class	√	Task Based Language Teaching	√

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<sup>7</sup>Suharsimiarikunto, *Op.Cit.*,p. 106.



Further, in this instrument to collected the data by using test. Test is the questionnaire or treatment that is used to measure knowledge, intelligence, and ability or skills of someone or groups. The form of the test is chooses the topic (essay). This test had been given to experiment class and control class which have same item. It was done to know differentiation or comparing between two methods to students ability in writing. So that, there are five value criteriato writing ability. They are: Grammar, vocabulary, mechanics, fluency, and form (organization).

**Table IV**  
**Table Indicators of writing**

<b>Indicators</b>	<b>Score</b>			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

### **Grammar**

Score 20 = Few (if any) noticeable errors of grammar or word order.

Score 15 = Some errors of grammar or word order which do not however,  
interfere with comprehension.

Score 10 = Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

Score 5 = Errors of grammar or word order so severe as to make comprehension virtually impossible.

### **Vocabulary**

Score 20 = Use of vocabulary correctly

Score 15 = Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

Score 10 = Limited vocabulary and frequent errors clearly hinder expression of ideas.

Score 5 = Vocabulary limitations so extreme as to make comprehension virtually impossible

### **Mechanics**

Score 20 = Few (if any) noticeable lapses in punctuation or spelling.

Score 15 = Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.

Score 10 = Frequent errors in spelling or punctuation; lead sometimes to obscurity.

Score 5 = Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

### **Fluency**

Score 20 = Choice of structures and vocabulary consistently appropriate.

Score 15 = some structures or vocabulary items noticeably in appropriate to general style

Score 10 = structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.

Score 5 = communication often impaired by completely inappropriate or misused structures or vocabulary items.

### **Form ( Organization)**

Score 20 = Highly organized; clear progression of ideas well linked; like educated native writer.

Score 15= Some lack of organization; re-reading required for clarification of ideas.

Score 10 = Individual ideas may be clear, but very difficult to deduce connection between them.

Score 5 = Lack of organization so severe that communication is seriously impaired.<sup>8</sup>

## **E. Procedure of Research**

In this research, the researcher do treatment. Each treatment consist of 80 minutes. The process of treatment can be see as follow:

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<sup>8</sup>Arthur Hughes, *Testing For Language Teachers* (New York: Cambridge University Press, 1990), p. 91-93.

1. For experiment class the researcher taught the students by using grammar translation method, that is:
  - a. The teacher give a recount text and every students ask to read the text.
  - b. Students is ask to translate of recount text.
  - c. The teacher asks difficulty of students.
  - d. The students answer the question of recount text.
  - e. The students express glossary, and teacher give its meaning in the form of English- Indonesia
  - f. The teacher explain about grammar rule and give example sentence and students ask to make sentence by using new words.
  - g. Students memorize vocabulary.
  - h. The teacher asks students to state the grammar rule.
  - i. Students memorize the rule.
  - j. Errors are corrected by providing the right answers.
2. For control class the researcher taught students by using task based language teaching, that is:
  - a. Pre task, teacher explain the thema and objectiveof the task.
  - b. Task activity
    - 1) Task

The task is done by students in pair or groups where is the teacher walk round and monitors, encouranging, and help the students to formulate what they want to write,but will not intervene to correct errors of form.

2) Planning

Students prepare a report how they did the task in the class.

3) Report

Teacher asks some pairs or group to report they task in the class.

c. Post task

1) Analysis

Teach a grammar rule and language feature related to the title of the topic or text.

2) Practice

Teacher conducts practice activities with using example from the text.

3. For post test, researcher distributed the test to experiment class and control class. Then, the researcher gave as long time 60 minutes to students to do the task. The last, the researcher controlled the ways of test and collected after finish.

## F. Technique of Analysis Data

The data analysis is conducted as follow:

1. Normality test

To know whether data of research has normal. So, researcher used chi-

Quadrate formula, as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-Quadrate

$f_o$  = Frequency is gotten from the sample/result of observation  
(questioner)

$f_h$  =Frequency is gotten from the sample as image from  
frequency is hoped from the population<sup>9</sup>

To calculate the result of Chi- Quadrate, it was used significant level 5%(0,05) and degree of freedom as big as total of frequency is lessened 3 (dk=k-3). If result . So, it can be concluded that data is distributed by normal.

## 2. Homogeneity variant test

Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous.

Criteria:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Where:

$\sigma_1^2$  = Variantof experimental class

$\sigma_2^2$  = Variant of control class

To test it, researcher used formula as follow:

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<sup>9</sup>Mardalis, *Op.Cit.*, p. 85.

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Where:

= Total of the data that bigger variant

= Total of the data that smaller variant<sup>10</sup>

Hypothesis is rejected if  $F_{hitung} > F_{tabel}$  while if  $F_{hitung} < F_{tabel}$  hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is while dk denominator is.

### 3. Hypothesis Test

Data Analysis was used to test the hypothesis by using t-test, that:

Hypothesis: “There is significant difference of grammar translation method and task based language teaching to students’ ability in writing recount text”

If the hypothesis test showed  $\mu_1 > \mu_2$ , it is mean the result of students’ ability in writing recount text by using grammar translation method and task based language teaching at XI MAN Panyabungan was difference. But, if the hypothesis test showed  $\mu_1 \leq \mu_2$  it is mean the result of students’ ability in writing recount text by using grammar translation method and task based language teaching at XI MAN Panyabungan was no difference. To testing the hypothesis, researcher used the formula t- test as follow:

Where:

---

<sup>10</sup>*Ibid.*,p. 250.

$\bar{x}_1$  = Mean of experimental class sample

$\bar{x}_2$  = Mean of control class sample

$n_1$  = Total of experimental class sample

$n_2$  = Total of control class sample

$s$  = Variant

$s_1^2$  = Variant of experimental class

$s_2^2$  = Variant of control class<sup>11</sup>

To test criteria of hypothesis is if result of the hypothesis test is accepted by

$-t_{table} < t_{count} < t_{table}$ . By opportunity  $\left(1 - \frac{1}{2}\alpha\right)$  and  $dk = (n_1 + n_2 - 2)$  and hypothesis

is rejected if there is t-test has the other results.

---

<sup>11</sup>*Ibid.*, p. 239.



## CHAPTER IV

### DESCRIPTION OF THE DATA AND DISCUSSION

#### A. Description of the Data

To evaluate the result of teaching writing by using Grammar Translation Method and Task Based Language Teaching on students' ability in writing recount text, researcher has calculated the data by pre-test and post-test. Applying quantitative analysis, researcher used the formulation of t-test. Next, researcher described the data as follow:

##### 1. Description Data of Pre-Test

The pre-test scores obtained before teaching in experimental class and control class is as follow:

##### a. Experimental Class

The score of pre- test in experimental class before teaching is as follow:

**Table V**  
**The Score of Pre- Test in Experimental Class**

Experimental Class by Using Grammar Translation Method					
$\sum x_1$	$n_1$	$\bar{x}_1$	$SD_t$	Me	Mo
1670	36	37.52	12.53	52.5	35

The data in the table above explained that data the result of students' ability in writing recount text by using Grammar Translation Method before researcher gave the treatment (pre-test) showed that the sample = 36, researcher found that total of score  $\sum_{x_1} = 1670$  with mean  $(\bar{x}_1) = 37.52$  standard deviation  $(SD_1) = 12.53$ , median  $(Me) = 52.5$ , and modus  $(Mo) = 35$ . Next, the calculation of how to get it can be seen in the appendix 7.

From distributing of the variable data of the test result of students' ability in writing recount text can be seen to the table and histogram of experimental class in pre-test as follow:

**Table VI**  
**Distributing of Frequency Students' Ability in Writing Recount Text by Using Grammar Translation Method before Gave Treatment (Pre-test) in the Experimental Class**

Experimental Class by Using Grammar Translation Method			
No.	Interval	F	%
1.	25-31	4	11.11%
2.	32-38	7	19.44%
3.	39-45	9	25%
4.	46-52	5	13.88%
5.	53-59	2	5.55%
6.	60-66	7	19.44%
7.	67-73	2	5.55%
Total		36	100%

Based on table above is explained that in the experimental class by using grammar translation method, score often appear was 39-45. It is proven that students' average ability is in the interval of that score.

By visual, distributing of the data can be described to histogram form, as follow:

Based on result of the test students' ability in writing recount text, researcher found that mean score of students in the experimental class by using grammar translation method is 37.52. Highest score is 70 and smallest score is 25.

b. Control Class

The score of pre- test in control class before teaching is as follow:

**Table VII**  
**The Score of Pre- Test in Control Class**

Control Class by Using Task Based Language Teaching					
$\sum_{x_2}$	$n_2$	$\bar{x}_2$	$SD_t$	Me	Mo
2185	39	45.91	11.13	66	70

The data in the table above explained that data the result of students' ability in writing recount text by using task based language teaching before researcher gave the treatment (pre-test) showed that the sample = 39, researcher found that total of score  $\sum_{x_2} = 2185$  with mean ( $\bar{x}_2$ ) = 45.91 standard deviation ( $SD_t$ ) = 11.13, median (Me) = 66, and modus (Mo) =70. Next, the calculation of how to get it can be seen in the appendix 8.

From distributing of thevariable data of the test result of students' ability in writing recount text can be seen to the table and histogram of control class in pre-test as follow:

**Table VIII**  
**Distributing of Frequency Students' Ability in Writing Recount Text by Using**  
**Task Based Language Teaching before Gave Treatment (Pre-test) in the Control**  
**Class**

Control Class By Using Task Based Language Teaching			
No.	Interval	F	%
1.	35-41	9	23.07%
2.	42-48	-	-
3.	49-55	12	30.76%
4.	56-62	5	12.82%
5.	63-69	2	5.12%
6.	70-76	10	25.64%
7	77-83	1	2.56%
Total		39	100%

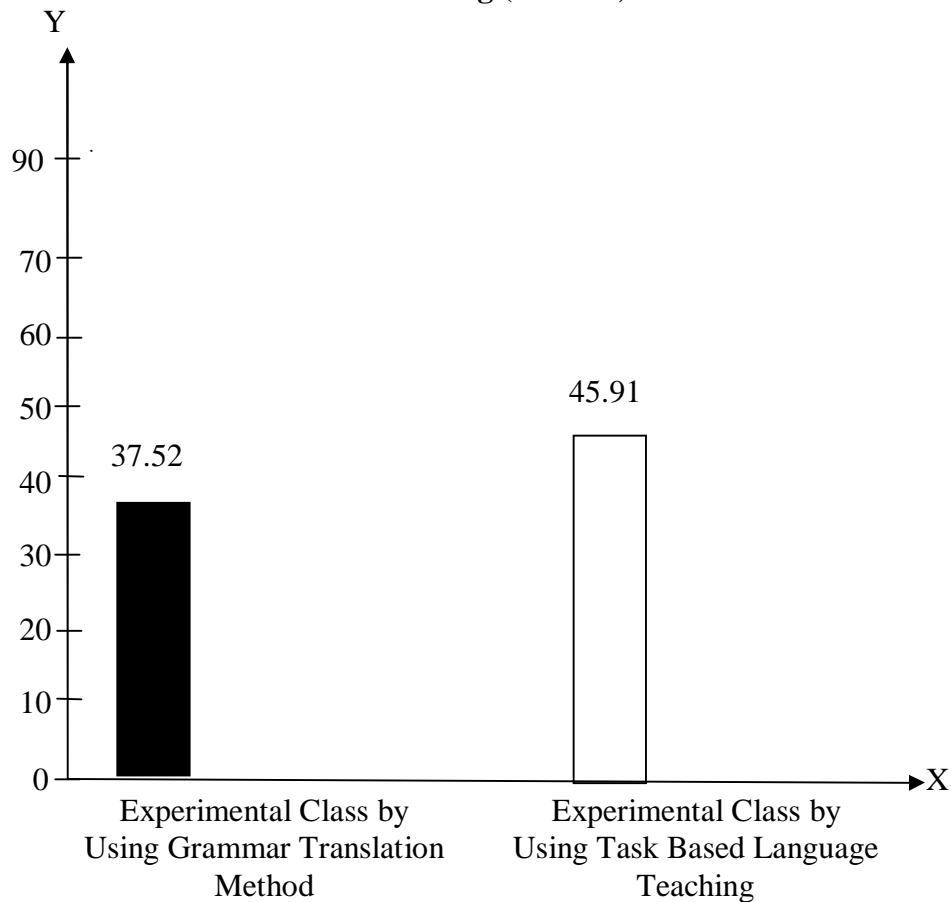
Based on the table above is explained that in the control class by using Task Based Language Teaching, score often appear was 49-55. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form, as follow:

Based on result of the test students' ability in writing recount text, researcher found that mean score of students in the control class by using Task Based Language Teaching is 45.91. Highest score is 80 and smallest score is 35.

To more explicit about difference discription of the pre-test result of students' ability in writing recount text by using grammar translation method and task based language teaching before researcher gave the treatment to the both classes can be seen to the chart, as follow:

**Figure3.**  
**Achievement Chart the Result of Students' Ability in Writing Recount Text by Using Grammar Translation Method and Task Based Language Teaching (Pre-test)**



Based on the chart above, the black chart as experimental class by using grammar translation method showed that tall of the chart achieved 37.52, it was between 30-40 in position of Y. and the white chart as control class by using task based language teaching showed that tall of the chart achieved 45.91, it was between 40-50 in position of Y. The difference was just little of average from the both classes.

## 2. Description Data of Post Test

The post test scores obtained in experimental class and control class are:

### a. Experimental class

The score of post test in experimental class after teaching is as follow:

**Table IX**  
**The Score of Post- Test in Experimental Class**

<b>Experimental Class by Using Grammar Translation Method</b>					
$\sum_{x1}$	$n_1$	$\bar{x}_1$	$SD_t$	Me	Mo
2035	36	47.77	11.52	115	50

The data in the table above explained that data the result of students' in writing recount text in experimental class by using Grammar Translation Method showed that sample is 36, researcher found that total of score  $\sum_{x1} = 2035$  with mean  $(\bar{x}_1) = 47.77$ , standard deviation  $(SD_t) = 11.52$ , median  $(Me) = 115$ , and modus  $(Mo) = 50$ . Next, the calculation of how to get it can be seen in appendix 9.

From distributing of the variable data of the test result of students' ability in writing recount text can be seen to the table and histogram of experimental class in post-test as follow:



**Table X**  
**Distributing of Frequency Students' Ability in Writing Recount Text by Using**  
**Grammar Translation Method after Gave Treatment (Post-test) in the**  
**Experimental Class**

Experimental Class by Using Grammar Translation Method			
No.	Interval	F	%
1.	30 – 38	3	8.33%
2.	39 – 47	2	5.55%
3.	48 – 56	15	41.66%
4.	57 – 65	11	30.55%
5.	66 – 74	2	5.55%
6.	75 - 83	2	5.55%
7	84 - 92	1	2.77%
Total		36	100%

Based on table above is explained that in the experimental class by using grammar translation method, score often appear is 48-56. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form as follow:

Based on result of the test students' ability in writing recount text, researcher found that mean score of students in the experimental class by using grammar translation method is 47.77. Highest score is 85 and smallest score is 30.

b. Control class

The score of post- test in control class after teaching is as follow:

**Table XI**  
**The Score of Post- Test in Control Class**

Control Class by Using Task Based Language Teaching					
$\sum x_2$	$n_2$	$\bar{x}_2$	$SD_t$	Me	Mo
2215	39	43.21	10.29	63.2	50

The data in the table above explained that data the result of students' ability in writing recount text by using task based language teaching after researcher gave the treatment (post-test) showed that the sample = 39, researcher found that total of score  $\sum_{x_2} = 2215$  with mean  $(\bar{x}_2) = 43.21$  standard deviation  $(SD_t) = 10.29$ , median  $(Me) = 63.2$ , and modus  $(Mo) = 50$ . Next, the calculation of how to get it can be seen in the appendix 10.

From distributing of the variable data of the test result of students' ability in writing recount text can be seen to the table and histogram of control class in post-test as follow:

**Table XII**  
**Distributing of Frequency Students' Ability in Writing Recount Text by Using Task Based Language Teaching after Gave Treatment (Post-test) in the Control Class**

Control Class by Using task based language teaching			
No.	Interval	F	%
1.	40-46	4	10.25%
2.	47-53	14	35.89%
3.	54-60	10	25.64%
4.	61-67	4	10.25%
5.	68-74	4	10.25%
6.	75-81	3	7.69%
Total		39	100%

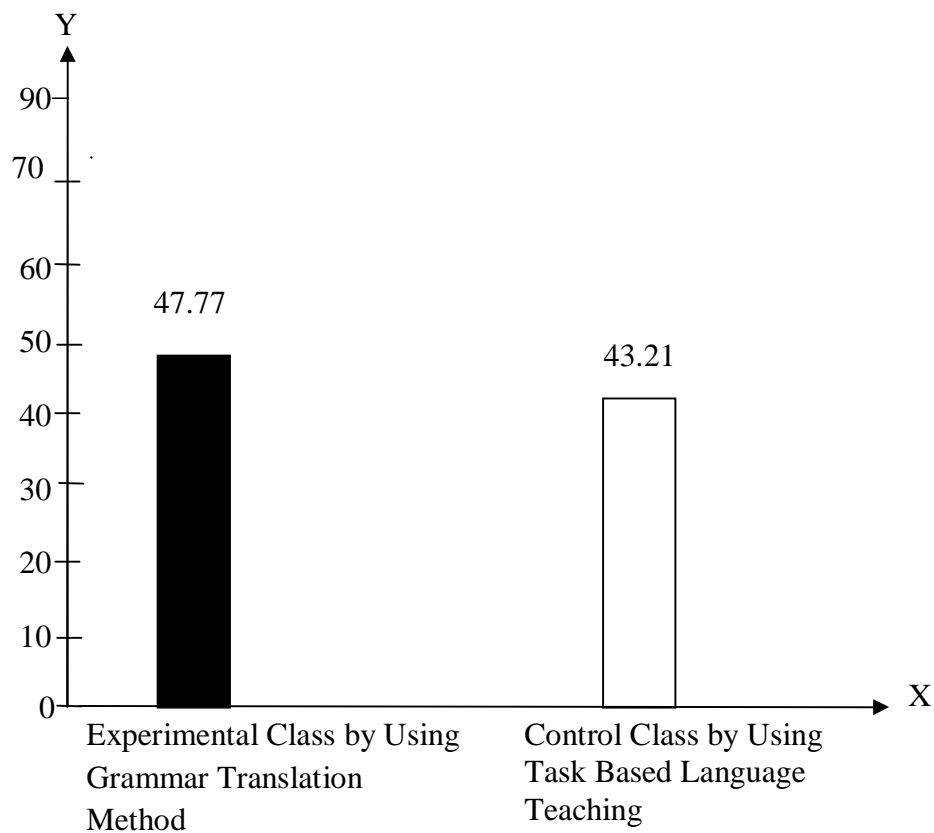
Based on table above is explained that in the control class by using task based language, score often appear is 47-53. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form as follow:

Based on result of the test of students' ability in writing recount text, researcher found that mean score of the students in the control class by using task based language teaching is 43.21 with the highest score in the control class is 80 and smallest score is 40.

To more explicit about difference discription of the post-test result of students' ability in writing recount text by using grammar translation method and task based language teaching in the both classes can be seen in the chart as follow:

**Figure 6.**  
**Achievement Chart the Result of Students' Ability in Writing Recount Text by Using Grammar Translation Method and Task Based Language Teaching (Post-test)**



Based on the chart above, the black chart as experimental class by using grammar translation method showed that tall of the chart achieved 47.77, it was between 40-50 in position of Y. While the white chart as control class by using task based language showed that tall of the chart achieved 43.21, it was between 40-50 in position of Y. It means that, the both classes was significant difference after gave the treatment (post-test).

### 3. Hypothesis Test of Pre Test

#### a. Normality

Testing normality of distribution of two group used the chi-squared test. Normality test is used to determine the normality of the experimental class and control class. The data obtained from the average of pre test score in experimental class and control class can be seen in the following table:

Class	$X^2_{\text{count}}$	$X^2_{\text{table}}$
Experimental	9.45	9.48
Control	2.16	9.48

From the table above it is explained that experimental class and control class distributed normal. Next, the calculation of how to get it can be seen in the appendix 7 and 8.

b. Homogeneity

Homogeneity test is intended to determine whether the scores of the samples have the same variance (homogeneous).

Distribution	$F_{\text{count}}$	$F_{\text{table}}$
Homogeneity test	1.08	1.76

Based on the table above described that  $F_{\text{count}} < F_{\text{table}}$  it can be seen in the calculation that explain  $1.08 < 1.76$ . It's mean that both of classes have the same variant. Next, the calculation of how to get it can be seen in appendix 11.

c. Test of Equality Two Mean

Analysis of the data used is t- test test the hypothesis.

Distribution	$t_{\text{count}}$	$t_{\text{table}}$
Equality two mean	-10.35	1.66

Based on the calculation of pre test above it is concluded that the samples are distributed normal, homogeneous. It means that the two classes in this study begin from the same situation. Next, the calculation of how to get it can be seen in appendix 13.

#### 4. Hypothesis Test of Post Test

##### a. Requirement Test

##### 1. Normality

Testing normality of distribution of two group used the chi-squared test. Normality test is used to determine the normality of the experimental class and control class. The data obtained from the average of post test score in experimental class and control class can be seen in the following table:

Class	$X^2_{\text{count}}$	$X^2_{\text{table}}$
Experimental	6.76	12.59
Control	8.44	9.48

From the table above it is explained that experimental class and control class distributed normal. Next, the calculation of how to get it can be seen in the appendix 9 and 10.

##### 2. Homogeneity

Homogeneity test is intended to determine whether the scores of the samples have the same variance (homogeneous).

Distribution	$F_{\text{count}}$	$F_{\text{table}}$
Homogeneity test	1.42	1.76

Based on the table above described that  $F_{\text{count}} < F_{\text{table}}$  it can be seen in the calculation that explain  $1.42 < 1.76$ . It's mean that both of



classes have the same variant. Next, the calculation of how to get it can be seen in appendix 12.

**b. Testing of Hypothesis**

After the testing of normality and homogeneity in post test, it can be seen that the two classes was given treatment is normal and have homogeneous variant. The hypothesis testing should be done in order to know whether it is accepted or rejected. In testing hypothesis, it was found that  $t_{\text{count}} > t_{\text{table}}$  ( $6.97 > 1.66$ ). So that, Hypothesis was accepted, it means students' ability in writing recount text by using grammar translation method was better than task based language teaching. Next, the calculation of how to get it can be seen in appendix 14.

**B. Discussion**

Based on principles and the purpose of the grammar translation method and task based language teaching in the chapter II said that the primary skills to developed in grammar translation method are reading and writing, task based language teaching are spoken and written. Then, a fundamental purpose of teaching the target language through the grammar translation method is to be able to read literature in the target language.

This research represent research conducted to know comparative study between grammar translation method and task based language teaching in writing recount text. After give treatment, the mean score of grammar translation method

was bigger than task based language teaching. Grammar translation method is a method in language teaching which promotes grammar mastery and translation ability.

Finally researcher concluded that grammar translation method was better than task based language teaching. It means there is significant difference between grammar translation method and task based language teaching on students' ability in writing recount text.

### **C. Threats of the Research**

The researcher found the threat of this research as follow:

1. The students needed more time for answering the test.
2. The students were noisy when answering the test.
3. The limited of the instrument of research.
4. The limited of English books (especially writing book) in the writer's campus.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the accounting result of the research, the hypothesis was “ there is significant difference between grammar translation method and task based language teaching on students’ ability in writing recount text at XI Madrasah Aliyah Negeri Panyabungan”, could be accepted. After analysis the data, it was found out that the mean score of experimental class by using grammar translation method in post test was 47.77, while mean score of control class by using task based language teaching in post test was 43.21. It means that grammar translation method was better than task based language teaching. While from t- test researcher found  $t_{count} = 6.97$  and  $t_{table} = 1.66$ , with oppourtunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = (n_1 + n_2 - 2) = (36 + 39 - 2) = 73$ , cause  $t_{count} > t_{table}$  ( $6.97 > 1.66$ ). It means the hypothesis is accepted, it means that there is significant difference of grammar translation method and task based language teaching on students’ ability in writing recount text.

#### B. Suggestion

After the writer finished this research, researcher has suggestions below:

1. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the

research, grammar translation method better than task based language teaching. So that, the writer suggests grammar translation method can be applied on the English teaching classroom especially for the teachers who want to increase students' ability in writing.

2. For headmaster, to make students get the goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.
3. For students, students must follow the procedure of learning method.

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