

## THE EFFECTIVENESS OF GRAMMAR TRANSLATION METHOD IN TEACHING READING AT FIFTH SEMESTER OF AHWAL AS-SYAKHSIYAH OF STIS DARUL FALAH MATARAM

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### *Abstract*

This research was conducted to investigate the effect of using Grammar Translation Method (GTM) in teaching reading at fifth semester students of Ahwal As-Syakhsiyah of STIS Darul Falah Mataram in academic year 2018/2019. This research was an experimental research with two group design. The population of this research was all of students at fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah Mataram which consisted of 60 students and they were divided into 2 classes, Class A and B. Class A was taken as sample by using cluster sampling technique. Pre-test and post-test were used in collecting the data. Then, it was analyzed by using ttest. The result showed that score of t-test (3.63) was higher than the score of t-table (2.003) at the confidence level .05 (95%). Therefore, null hypothesis (H<sub>0</sub>) which stated that "GTM is not effective in teaching reading" was rejected. Meanwhile, the score of t-test (3.63) was higher than the score of the t-table (2.663) at the confidence level .01 (99%). It indicates the alternate hypothesis (H<sub>a</sub>) which stated that "GTM is effective in teaching reading" was accepted. It means that there was a significant effect of using GTM in teaching reading text because there was a significant difference between students' pre-test and post-test score after treatments. Furthermore, the results of tests show that most students gave positive responses toward the use of GTM. Finally, the result of the research suggest that the students loved this method because it successfully motivated them to read texts in an enjoyable way and to improve their reading texts in terms of enriching vocabularies, organizing ideas and understanding the text easily. It is then recommended that GTM be used in teaching reading in different text types and levels of schooling.

**Key words:** *Grammar Translation Method, Descriptive text, Reading*

## 1. INTRODUCTION

Reading is one of the most important skills from those skills in language. From reading, students can learn vocabulary and structure however, there is still a perception about reading; reading is a difficult to be mastered or to be learnt. In order to do that, the student must have what people call it reading comprehension to be able to understand reading materials (Muhid et al., 2020). A good reading comprehension means the reader has ability to understand written statement or any type of written texts accurately and efficiency." It means that the students must be able to grasp the meaning and also they have to define kind of reading text (Hidayatullah et al., n.d.).

Reading is very useful for students. Because the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary, on their spelling and even on their writing. The ability of students to comprehend a reading text is affected by many factors. Some of them are the students' knowledge and ability, situation, teacher's knowledge, and also physiological factors like attention, motivation, and interest. As we know teaching reading has been done since elementary school. In fact, students still find difficulty in reading activity especially in understanding and answering the questions related to the text (Castles et al., 2018). Based on the researcher's experience in teaching students at STIS Darul Falah Mataram, the researcher found the ability of students in reading comprehension was still low. The students looked so hard to understand the reading text and in answering the questions related to the text. Knowing the concrete problems of the students, the English teachers must make decision to choose what language teaching method will be the most effective one, especially in teaching reading comprehension (Hjetland et al., 2019). There are some methods in teaching English as foreign language namely, The Grammar Translation Method, The Direct Method, The Audio Lingual Method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching. Especially in teaching reading comprehension, the researcher purposes a case of study in teaching reading comprehension through Grammar Translation Method (GTM) at STIS Darul Falah Mataram. This method is used for the purpose of helping students to read and appreciate foreign language literature (Kaharuddin, 2018). Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It is hoped that through the study of the grammar of target language, students will become more familiar with the target language grammar and will help them speak and write in target language better (Afiah, 2018).

Based on the explanation above, the use of grammar translation method is needed to help teachers and students in teaching and learning reading comprehension. One of the experiences of this method is translating sentences. As a translators, teachers should work to ensure a result that sounds as natural as possible. So, it appears that translation is a creative activity and a translator has a great responsibility to develop better understanding among people, in this case the translator is a teacher. In this study, the researcher focuses on the use of grammar translation method in teaching reading comprehension (Chang, 2011b). The researcher totally believes that grammar translation method helps the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah Mataram in improving their reading comprehension ability.

## **Review of Literature**

Reading is one of proficiencies that must be mastered by the student. A teacher as well as uses meaningful reading materials to simplify their students to understand the materials easily (Afiah, 2018). Reading is a skill in English that focus on recognition of written symbols. The students must have interest to

identify the written text. Nowadays Especially English reading is the most comprehension that wants to be master by major people. In general reading is process done by reader to get the message expressed by the writer through the written language (Hidayatullah et al., n.d.). Reading as thinking. It is not just the recognition of words, but involves gaining meaning printed symbols (words) and understanding the meaning it carries. Reading predominantly visual thinking. It is the method by which perception of printed symbols because some forms reaction in the mind (Özdemir & Akyol, 2019).

Reading is no single skill, but a combination of many skills leading to deriving from print and to the enjoyment of sharing another person's insight. He also explains that reading in this extend, the reader must be able to use the information to make inferences and read critically and creatively to understand the figurative language, determine author's purpose evaluate the ideas conveyed and applied, and apply the ideas to actual situation. Moreover, there are two definitions about reading (Elleman & Oslund, 2019).

Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information. Second, Reading is a selective process. In involving partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses (Özdemir & Akyol, 2019).

In addition, Reading is a fluent process of readers combining information from a text or their own background knowledge to build meaning. The goal of reading is comprehension. If students cannot understand the text is given, then they cannot find the information that is in the text. Therefore, reading comprehension is necessary to support students success in reading comprehension (Soto et al., 2019). Moreover, Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Another definition about reading comprehension Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Afiah, 2018). In understanding read text information develops mental models, or representations of meaning of the text ideas during the reading process. Actually, all the linguists above have a same opinion about reading and reading comprehension. Thus, the researcher can conclude that reading comprehension is a complex activity where the readers can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text or passage the readers need to find out the meaning or the correlation between the sentences that establish in the whole text. They can retell again the information that they have read depend on their knowledge, culture and background (Park et al., 2019).

The grammar translation method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek (Tugrul Mart, 2013). 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 read their native language better (Borna & Fouladchang, 2018). The grammar translation method is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century. It is "a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language" (Chang, 2011b).

In this method, the students develop their ability to read prestigious literary texts. They also learn to read and write in the target language accurately, which is a necessity. However, this method is a particular analysis of the written target language, especially its grammar and vocabulary that are learned from bilingual word lists which can be boring as a main task. In addition, the mother tongue is used as the medium of instruction, would not work for any form of listening and speaking teaching. It is thought that if the last two points are used as a pre-task, it will be rather enjoyable. The grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations (Chang, 2011a). The purpose of using the grammar translation method is to be able to read literature written in the target language. The students are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigm such as verb conjugations.

The major characteristics of Grammar translation: classes are taught in the mother tongue, with little active use of the target language, much vocabulary is taught in the form of lists of isolated words, long elaborate explanations of the intricacies of grammar are given, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words, reading of difficult classical texts is begun early, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue and little or no attention is given to pronunciation (Elmayantie, 2015).

## 2. RESEARCH METHODOLOGY

This study was categorized into an experimental study and it was conducted to examine the effect of using Grammar Translation Method (GTM) in teaching reading the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah Mataram.

This experimental study design involved two groups as participants. Those groups were experimental group and control group. Moreover, this study provided pre-test, treatments, and post-test as the main activities. Pre-test was given to both groups in the first meeting. It was in order to know the prior ability of students. After that, the writer gave treatments to both control and experimental groups with the same materials (Tominc & Čančer, 2019). In teaching the experimental class, the writer applied mind mapping technique while in the control group the writer applied grammar translation method. Afterward, in order to examine the effect of the treatments given, students were given post-test (Bryman, 2006).

### Population and Sample

The population in this study was all the students of fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah Mataram. The total population was 60 students which were divided into two classes: Class A consisted of 30 students and class B consisted of 30 students. In this study, the writer took 49.3% out of all of the population; it was 30 students as the sample of this study.

The sampling technique applied in this study was sampling technique as the students in these classes have enough and the same ability in English promoted by the teacher. Furthermore, samples were drawn to take a set of classes that would be studied. The students of class A was set as experimental group and class B as control group.

### Data Analysis

In order to examine the differences between pre-test and post-test after doing some treatments to both control and experimental groups, the writer analyzed the data by using the steps below:

First of all, in order to find out the mean deviation score, the writer used the formula below:

$$\begin{array}{ll} \text{MX} = \frac{\sum X}{N} & \text{MY} = \frac{\sum Y}{N} \\ \text{(Experimental Group)} & \text{(Control Group)} \end{array}$$

(Arikunto 2006)

Then, to find out the sum square deviation of both groups, the writer used the following formula:

$$\sum x^2 = \sum dx^2 - \frac{(\sum dx)^2}{N}$$

$$\sum y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N}$$

(Experimental Group)

(Control Group)

Next, in order to examine the significant difference between experimental and control group, the writer calculated the mean score of both groups by using t-test formula below:

$$T\text{-test} = \frac{MX - MY}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

The last step was determining the degree of freedom. In order to find out degree of freedom the writer used the following formula:

$$Df = N_x + N_y - 2$$

And below were the criteria of hypothesis testing:

1. If the t-test  $\geq$  t-table at the confidence level of .05 (95%) and .01(99%). Grammar Translation Method have significant effect on students' reading ability. Therefore, Ha (alternative hypothesis) is accepted.
2. Whereas, if t-test < t-table at confidence level of .05 (95%) and .01(99%). Grammar Translation Method have no significant effect on students' reading ability. Therefore, the Ha (alternative hypothesis) is rejected (Bryman, 2006).

### 3. RESULT AND DISCUSSION

#### Finding and Discussion

After conducting pre-test and post-test for both groups, students' score were gained. There were 30 students in Class B as a control group and 30 students in class A as an experimental group. Pre-test and post-test scores can be seen in the table below.

**Table 1. The Computation of Mean Score**

Groups	Pre-test			Post-test		
	Mean	Min	Max	Mean	Min	Max
Control	55.53	20	76	60.13	20	80
Experimental	56.80	20	77	68.67	48	88

Based on the table above, in control group, the minimum (Min) score of pre-test is 20, and the maximum (Max) score is 76. In the post-test, the minimum (Min) score is 20, and the maximum (Max) score is 80. The mean score of pre-test and post-test for the control group are 55.53 and 60.13.

Meanwhile, in the experimental group, the minimum (Min) score of pre-test is 20, and the maximum (Max) score is 87. In the post-test, the minimum (Min) score is 48 and the maximum score is 88. The mean score of pre-test and post-test for the experimental group are 56.80 and 68.67

Based on the table above, there are increasing scores after conducting treatments. It can be seen by looking the mean score of both groups. The mean score of pre-test for control group is 55.53. While in the post-test, the mean score is 60.13. Whereas, for the experimental group, the mean score of pre-test is 56.80 and the post-test is 68.67. Therefore, the writer can state that there is a progress on reading and ability for the both groups after they were given different treatments.

This finding clearly showed that the reading comprehension of the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah was significantly improved after being taught through grammar translation method

Furthermore, in order to examine wheter GTM have significant effect on teaching reading and writing, this study needs to compare t-test and t-table. The formula  $(N_x + N_y) - 2$  was used to know degree of freedom. And the result of the calculation by using that formula was 55. Where t-table value of 55 at the confident level 0.05 (95%) is 2.002, and at the confident level 0.01 (99%) is 2.663

**Table 2. The Comparison between T-test and T-table**

<i>t-test</i>	<i>t-table</i>		
	<i>df</i>	<i>.05</i>	<i>.01</i>
<b>3.66</b>	<b>58</b>	<b>2.002</b>	<b>2.663</b>

The table of comparison above shows that the t-test value is higher than t-table at the confidence level 0.05 (95%).

Therefore, the alternative ( $H_a$ ) which states that there is significant effect of GTM on teaching reading is accepted. Meanwhile, the null hypothesis ( $H_o$ ) which states that there is no significant effect of GTM on teaching reading is rejected. This result proves that role play activities can give significant effect in teaching reading descriptive text at the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah.

#### **4. CONCLUSION AND SUGGESTION**

From the hypothesis testing in previous chapter, effect in teaching reading descriptive text at the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah be known. It is shown in accumulation of t-test which was compared with the t-table. The score of t-test was 3.66. And after it was compared to the t-table, the value of t-test was higher than t-table at the confident level of 0.05 (95%). The value of t-table at the confident level 0.05 (95%) is 2.002, and at the confident level 0.01 (99%) is 2.663.

Therefore, based on that analysis and investigation of data finding in previous chapter, the writer concluded that mind mapping technique is an effective technique in teaching reading descriptive text at the fifth semester of Ahwal As-Syakhsiyah of STIS Darul Falah.

The success in teaching and learning can be depending on how the teacher presents the lesson and the teaching technique used as well. It is in order to make the students feel comfortable and enjoyable when they are learning. Regarding to teaching reading through GTM, the writer would like to give some suggestions as follow:

**For Teacher :**

Reading is usually boring for students. Teachers should try to create a good atmosphere in the classroom so that the students can enjoy the learning process reading and writing. Grammar Translation Method as one of the interesting media can be used to motivate the student in teaching and learning activity especially reading activity, in order to help the students understand the material easily.

**For the Future Researchers**

Hopefully, there will be a better improvement for the next study to complete this research. The next researchers are expected to use this as reference to conduct the further research on reading skill.

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