

The Effect of Applying Grammar Translation Method on Students' Achievement in Paragraph Writing

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ABSTRACT

The objective of this research was to investigate out the significant effect of applying grammar translation method on the students' achievement in writing. The research was conducted at English Department of University of Muhammadiyah Sumatera Utara. The population of this study are students at second semester. The total samples are 40 students. This research used experimental study with two different groups, the first is experimental group teach by using grammar translation method that consist of 20 students and the second is control group are going to teach without using grammar translation method that consist of 20 students. The instrument used in this study was the written test. Technique for collecting data was experimental quantitative. The data is $t\text{-test} > t\text{-table}$ or $12,92 > 2,021$. The percentage of the effect of x variable and y variable or the effect of using grammar translation method on the students' achievement in paragraph writing was 75% and 25% was influenced by other factor. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. From this research, it was found that applying grammar translation method could cause a positive effect on students studying written simple paragraph. After analyzing the result of the students achievement using grammar translation gave significant effect on the students' achievement in paragraph writing

Keywords: *stylistic, figure of speech, imagery, poetry*

INTRODUCTION

In teaching process, especially in teaching paragraph writing, the students should be able to write the correct sentences grammatically. Grammar is one of skills that must be mastered by the students. Grammar is an important role in learning English due to its necessary to master through good communication orally or written. The written productive language skill is called writing. It is the skill of a researcher to communicate information readers. Writing skills will be found as the most difficult process in language to the students because in writing, they have to organize their thoughts and then write something decent, think of what they are saying, and also look at the use of words and grammatical structures. The ability to write in foreign language is very important. It indicates that writing ability is one of the requirements to succeeded is not only in academic life but also in occupation, since most information and reference are written in English. This condition turns out to be one of the major concern in developing English teaching in Indonesia. Based on the researcher's experienced of observation in Muhammadiyah University and lecturer explanation about weakness of the students in writing. It has found the students of that University had some difficulties in writing an English paragraph. Some difficulties that has found on students in writing is the use of language aspect or ability in written likes punctuation, spelling, grammatical, and

vocabulary. Based on the reason above, the researcher tented to choose the title “The Effect of Applying Grammar Translation Method on Students’ Achievement in Paragraph Writing”.

METHOD

The experimental quantitative research applied in this research. The experimental class was taught by applying grammar translation method, and the control class was taught without any treatment. The design was applied in order to investigate the effect of applying Grammar Translation Method on students’ achievement in paragraph writing. To obtain the data, the researcher used written tests. The intention of pre-test was to know how far the ability of paragraph writing of the students before using Grammar Translation Method and the intention of post-test was to know the effect on students’ achievement in paragraph writing after treating Grammar Translation Method. To collect the data, this research was used pre-test and post-test that is given to the experimental group and control group. The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test and post-test used to find out the mean and standard deviation of experimental and control group. The data for experimental class the total score of pre-test was 1260 and the total score of post-test was 1698. It means that, the total score of post-test higher than pre-test. And the data for control group of pre-test was 1258 and the total score of post-test was 1335. The total score of post-test higher than pre-test. After measuring the data, by using t-test formula it showed that t-test score 12,92. After seeking the table of the distribution of t-test as the accounting in certain Degree of Freedom (DF) the calculation was $Df=2n - 2 = 2(21) - 2 = 40$. And determining the percentage the effect of Applying Grammar Translation Method on Students’ Achievement in Paragraph Writing was: $D=r^2 \times 100\% = (0,87)^2 \times 100\% = 75\%$, $X=100\% - D = 100\% - 75\% = 25\%$. It means that the percentage of the effect of X toward Y or the Effect of Applying Grammar Translation Method on Students’ Achievement was 75% and 25% was influence by others factor. After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Writing Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was (2n-2) or (42-2=40) in line 40 that t-table is 2,021 with the significant cerate $\alpha=0,05$. It could concluded t-test>t-table or 12,92 > 2,021. So Ho was rejected an Ha was accepted or there was the effect of applying grammar translation method on students’ achievement in paragraph writing through checking for understanding at second semester.

Based on the data analysis above, the findings of this research were described that the students who were taught with Applying Grammar Translation Method got higher score than the students who were taught without any method. The Effect of Applying Grammar Translation Method gave a significant effect in writing ability. It means that the students who were taught by using Grammar Translation Method got higher score that those without using Grammar Translation Method. Total of significant effect was 87%. It was proved by the result of t-test which was 12,92 and t-table which was 2,021 (t-test>t-table, 12,92 > 2,021). It means that the students’ Writing Achievement with Applying, Grammar Translation Method was significant. So, the researcher stated the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted that there was a significant effect of applying Grammar Translation Method on Students’ Achievement in Writing. In other words, the students who were taught by Grammar Translation Method got better than those who were taught without grammar translation method.

RESULT AND DISCUSSION

Related to the purpose of the research, that was to determine whether grammar translation method improve students Achievement writing. The researcher stated that there was any significant effect of students achievement in writing after using grammar translation method that could be seen on findings. It showed by the post-test result for both classes after giving the treatment by applying grammar translation method. In general, the students achievement improved their writing in presenting all components of writing that involve content, organization, vocabulary, language use and mechanic after using grammar translation method. From the means scores of post-test in experimental class and control class can be explain that: First, from the table of the calculation correlation product moment between X1 and X2 pre- test and post-test experimental explained that the students achievement mastery in structuring the sentences improved after being taught by grammar translation method. The use of grammar translation method encouraged students thinking and understanding. They could understand what they are going to write grammatically after understanding the structures of one example of simple paragraph.

Furthermore, based on the students achievement writing, it showed that the students had expanded their knowledge in structure of sentences such as grammar, tenses and structure of thesis, relevant to assigned topic. It is obvious that the application of grammar translation method in learning of writing a simple paragraph can lead the students to think, to write, and to communicate accurately and effectively. Second, the use of grammar translation method can enlarge students' achievement mastery in grammar. It is indicated in the table above that the mean score of students in experiment class increased rather than the students in control class. It is because the students who were in experiment class had been guided to write by their teacher. Teacher showed one simple paragraph that structured well grammatical and translated to the topic which going to write. Consequently, students got the way how to write simple paragraph grammatically. In addition, based on the students writing, it showed that students had been developed their knowledge in understand of structures such as sophisticated range, effective word or idiom choice and usage, word form mastery, and appropriate register. Grammar translation is useful for arrange of teaching purposes, and is the short-term step between teacher directed and independent writing. Grammar translation is a method that can improve students writing skill. The application of this method in teaching writing can help the students in structuring of the simple paragraph. Then, Grammar translation method also helped the students in structuring the sentences into the correct form such as the correct use of the well grammatical, tenses and punctuation of a simple paragraph. So, the researcher stated the null hypothesis is rejected and alternative hypothesis is accepted, its means that there was a significant effect of applying Grammar Translation Method on Students' Achievement in paragraph Writing. In other words, the students who were taught by grammar translation method got better than those who were taught without using grammar translation method in paragraph writing.

CONCLUSION

Based on data analysis, the researcher could make the conclusion that there was significant effect of Applying Grammar Translation Method on the Students' Achievement in paragraph Writing is proven by the result of the t-test $>$ t-table or $12,92 > 2,021$. It means that the result of analysis showed that t-test was higher than t-table with the level significant 0,05 and the Degree of Freedom (DF) = 40. Grammar translation Method is the quickest way to learn a foreign language through understanding grammar clearly. The students be able to write the correct sentences grammatically. In this case, the researcher would like to give the suggestion. The teacher were suitable applying grammar translation method on the learning process. The teacher must be make sure the students about three basic tenses (present, past and future tense). The teacher must be make students understood how to structure the sentence. The teacher should make the students interest and enjoy in

learning process. The students should improve their writing ability by increasing vocabulary, understand about tenses and grammar well. The students should read and try to identify what tenses and grammar that used. The reader were encouraged to have a lot of information about teaching learning experience for them. The other researchers suggested to conduct further research related to the topic of the study.

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