THE EFFECT OF GRAMMAR TRANSLATION METHOD TOWARDS STUDENTS' WRITING ABILITY

Mita Nur Widiyanti, Slamet Wahyudi Yulianto, Mimin Aminah

English Education Study Program, Faculty of Teacher Training and Education, Universitas Subang, Jawa Barat, Indonesia

mitanurwidiyanti10@gmail.com

Abstract

English is becoming a subject that focuses on helping students grow their abilities in every aspect. Students are expected to be able to greatly improve their abilities, specifically in the area of writing. Therefore, the researcher uses the Grammar Translation Method to support students in improving their writing skills at school. This study aims to determine the effect of the Grammar Translation Method on students' writing skills, and to know students' responses towards the Grammar Translation Method. Participants in this study were X grade students majoring in BR from SMKN 1 Subang that were selected in the initial population using the convenience sampling method. This is quasi-experimental research with two groups pre-test and post-test design. The instruments in this research were tests and questionnaires. Assumption test includes normality test using SPSS version 26.0. Data analysis was performed by independent sample t-test and calculate the percentage of the questionnaire data. The results of an independent test got a sig. (2-tailed) of $0.027 < 0.05$ means that H_0 is rejected and H_a is accepted. And the percentage of the questionnaire shows a good response from the students towards using the grammar translation method. It can be concluded that the grammar translation method has effect on students' writing ability. The findings of this study are expected to serve as a reference for teachers to continue using the Grammar Translation Method in writing lessons, as well as to increase students' desire to learn English further.

Keywords: *Grammar Translation Method, Students' Ability, Writing Method.*

INTRODUCTION

English has been expected to be a subject that practically students around the world have to learn in every aspect of education nowadays. English is the second language that students are encouraged to study. A lot of students find it difficult to write in English. This issue can be caused by a variety of parameters like variances in linguistic structure, a lack of vocabulary, trouble communicating ideas effectively, and not being instructed to write with proper grammar. Grammar and idiom usage might also be perplexing for many students who are not native English speakers.

Writing is a means of expressing meaning and bringing an idea to life. Writing has long been recognized as a crucial skill in the acquisition of English as a second language (Maulida & Yulianto, 2021). Basically, writing has 5 important aspects that become the rules of good writing. According to Sartika (2017), these aspects of writing include:

1) Content: A core of ideas in writing activities related to the writer's knowledge in developing a topic in an article.
2) Organization: Rules that show the overall arrangement of the correct writing structure for certain types of text.
3) Vocabulary: Consider the choice of accurate words to express the writer's ideas by designing a series of words and sentences that match.
4) Grammar or language use: The use of grammar and language use in writing is quite matters. Good English writing will be in accordance with the use of language and grammatical language because writing will look meaningless without it all.

5) Mechanics: Applications in writing such as punctuation and spelling are enough to be considered in the writing aspect.

Teachers typically plan their best approach strategy for developing specific abilities to overcome various obstacles experienced by the students. The Grammar Translation method, sometimes known as GTM, is popular among teachers. The Grammar Translation method is a traditional teaching approach that grammar rule teachers extensively utilize. Each teacher's goal for learning achievement is different; some are more concerned with writing abilities, while others are concerned with reading, listening, speaking, and others depending on the person. However, because student materials are dominated by text and tenses, students are indirectly needed to learn writing very well.

The grammar translation method is a foreign language teaching method derived from the classical method of teaching Greek and Latin. Students learn grammatical rules in grammar translation classes and then implement the rules by translating sentences between both the target language and the native language (Nasir, 2018). Based on the history, The Grammar Method was then adopted in the early nineteenth century, with the decline of Latin and its degradation into an academic language, to help L2 students read, write, and translate foreign languages and language literature (Rambe, 2016).

The goal of this study was to investigate the effects of the Grammar Translation Method on students' writing abilities in English learning. Another goal is to find out students' comfort when learning to use the Grammar Translation Method. In addition to finding out students' abilities after using this method, students are also required to express their responses to this lesson.

METHOD

The study was carried out on vocational school students at Subang City, West Java. The research was conducted from January through February of the 2022/2021 school year. The convenience sampling technique was adopted in this research due to time constraints and convenient sample availability. Based on this choice, 50 students from class X BR SMKN 1 Subang were chosen as samples and divided into two class groups, with 25 students in the experimental class and the remaining 25 students in the control class.

This research is a quasi-experimental method using a two-group pre-test and post-test design. Both classes were given the same test process at the beginning (pre-test) and at the end (post-test). However, the two classes received different treatment. Where the experimental class carried out the learning process using the Grammar Translation Method as the method used in the material for making recount texts. While the control class accepts the PPP method as the method used on the same material.
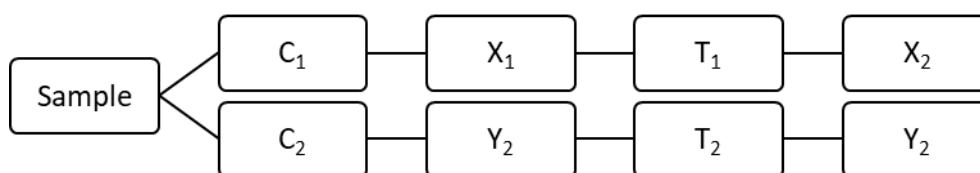

Figure 1. Research Design

Information:
C_1: Experimental Class
C_2: Control Class
X_1: Pre-test for Experimental Class
X_2: Post-test for Experimental Class
Y_1: Pre-test for Control Class
Y_2: Post-test for Control Class
T_1: Treatments for Experimental Class
T_2: Treatments for Control Class

The instrument used was a test of the ability to write English texts and a student response questionnaire. The tests in this study were pre-test and post-test. The items presented for doing the pre-test and post-test were students asked to write recount texts containing their personal experiences. And the questionnaire that was distributed was the response of the students in the experimental class to the learning carried out with the Grammar Translation Method.

The scores given to the pre-test and post-test were adopted from Jacob et al. (1981) in Weigle (2002) based on the scoring rubric of writing text skills.

Table 1. Rubric Score

No	Aspect of Writing Ability	Scores	Level
1	Content	30 - 27	Excellent to Very Good
		26 – 22	Good to Average
		21 – 17	Fair to Poor
		16 – 13	Very Poor
2	Organization	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
3	Vocabulary	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
4	Grammar	25 – 22	Excellent to Very Good
		21 – 18	Good to Average
		17 – 11	Fair to Poor
		10 – 5	Very Poor
5	Mechanics	5	Excellent to Very Good
		4	Good to Average
		3	Fair to Poor
		2	Very Poor

The researcher conducted an evaluation based on the criteria that apply to the complete version of the scoring rubric from Jacob et al. (1981) in Weigle (2002) to measure the scores and levels of students' writing abilities.

The researcher assessed the data using multiple test techniques, including normality tests, independent sample tests, and t-table tests, to determine the significant influence of the Grammar Translation Method on students' writing abilities. The entire accumulation of analyses was performed using the findings of the student post-test conducted by both classes. The data analysis was carried out using the SPSS for Windows Version 26 program.

In addition to producing quantitative data, this research also analyzes some qualitative data as research evidence related to students' responses to learning English using the Grammar Translation Method. To analyze the results of distributing questionnaires to student responses in the experimental class, researchers used the following formula:

$$P \frac{F}{n} \times 100$$

Description:
P = Presentation   n = The total number
F = Frequency of every value the observed   100= Contents value

Sugiyono (2016) presents a classification of interpretations in calculating the questionnaire, the classification can be seen in the following table.

Table 2. The Interpretation of Questionnaire

Presentation	Interpretation
0% - 25%	Very Bad
26% - 50%	Bad
51% - 75%	Good
75% - 100%	Very Good

(Sugiyono, 2016)

FINDINGS AND DISCUSSION
The Effect of GTM to Students' Writing Skills

Data on pre-test and post-test values for both classes were then tested for normality using SPSS 26.0 software to determine whether the data was normally distributed. Descriptions of students' pre-test and post-test scores can be seen in Table 2 below.

Table 3. Descriptive Statistics Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	25	34	84	56.16	13.954
Post-Test Experiment	25	55	91	69.80	7.916
Pre-Test Control	25	20	85	48.52	16.485
Post-Test Control	25	34	86	61.60	15.872
Valid N (listwise)	25				

Based on the descriptive statistics table above, shows that the minimum pre-test score in the experimental class is 34 and the maximum value is 84. Then the mean value obtained is 56.16 and the standard deviation is 13,954. In the experimental class post-test, the minimum value is 55 and the maximum value is 91. Then the mean value is 69.80 and the standard deviation is 7.916.

Whereas in the control class, the minimum score in the pre-test is 20 and the maximum value is 85. Then the mean value is 48.52 and the standard deviation is 16.485. In the post-test in the control class, there are 34 at the minimum value and 86 at the maximum value. The mean value obtained is 61.60 and the standard deviation is 15.872.

After the results of the pre-test and post-test were obtained, data analysis was continued by testing the normality of the results of the pre and post-test scores of students from both classes. The normality test determines whether the data are normally distributed or not. The following are the normality test criteria:
1) P Value (significance) > 0.05 = normal distributed data
2) P Value (Significance) < 0.05 = unnormal distributed data

Table 4. Normality Test

Kolmogorov-Smirnov[a] Test				
	Class	Statistic	df	Sig.
Students' Scores	Pre-Test Experiment	.120	25	.200[*]
	Post-Test Experiment	.120	25	.200[*]
	Pre-Test Control	.128	25	.200[*]

Post-Test Control	.104	25	.200*

Therefore, according to the table 4, the normality test results of the pre-test and post-test in experimental and control class are 0.200, indicating that the data are normally distributed.

After the normality test, the data can undergo hypothesis testing with the independent sample t-test conducted in SPSS 26.0 software. The results of the independent sample t-test can be seen in Table 5.

Table 5. Independent Sample Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Students' Scores	Equal variances assumed	16.264	.000	2.312	48	.025	8.200	3.547	1.068	15.332
	Equal variances not assumed			2.312	35.245	.027	8.200	3.547	1.000	15.400

Based on the test results, it is known that the value of Sig. Levene's Test for Equality of Variances is 0.000 > 0.05. Therefore, it can be concluded that the variance of the data between the experimental class and the control class is not homogeneous or not the same. So that researchers can interpret the results of the Independent Sample Test by referring to the values contained in the "Equal Variances Not Assumed" table.

Based on the output table in the "Equal variances not assumed" section, the value of Sig. (2-tailed) of 0.027 < 0.05. Referring to the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant (real) difference between the average student learning outcomes in the experimental class and the control class.

Furthermore, in the previous output table, it is known that the Mean Difference value is 8.200. This value shows the difference between the average student learning outcomes in the experimental class and the average student learning outcomes in the control class: 69.80 - 61.60 = 8,200. The difference between these is 1.000 to 15.400 (In accordance with a 95% Confidence Interval of the Difference Lower Upper).

The following step in the analysis is to compare the t-test and t-table using the basic criteria:
- If the t-test > t-table it is mean that Ha is accepted.
- If the t-test < t-table it is mean that Ha is rejected.

According to the t column in the 4.9 table, the result of the t-test is 2.312, and the t-table is 2.069. It implies that t-test > t-table = 2.312 > 2.069. It can be mentioned that the hypothesis or Ha is accepted, or in the other sense that the use of the Grammar Translation Method significantly affects students' writing ability.

There are several distinctions between the two studies, notably the research problems used. Siregar (2019) discovered a substantial effect of applying GTM on students' writing achievements. In this study, however, the researcher was looking for effects and what can be found in these effects. The researcher also gathered student responses as Grammar Translation Method participants.

Moreover, this research is related with the study by Ayu & Santoso (2021) the result shows that the Grammar Translation Method is also used as an alternative method in text-based learning, particularly in writing. Based on the results, there was a significant improvement in the results of students' writing abilities. Ayu & Santoso (2021) noted that, even though Grammar Translation method is regarded as a classic, it is still effective in modern times.

Students' Response towards GTM

The questionnaire included 15 questions about students' responses after learning with Grammar Translation Method. Students respond to questions using predetermined score criteria, such as 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; and 5 = strongly agree. The results of the student questionnaire shown in the table are in a form of a percentage.

Table 6. The Results of Questionnaires

No	Statement	Percentage				
		1	2	3	4	5
1	I am enthusiastic about learning and enjoy the material being studied.	-	-	8%	68%	24%
2	I like learning English through stories/texts.	-	4%	24%	60%	12%
3	I want to be able to write well in English.	-	-	-	36%	64%
4	I feel inadequate when the teacher gives me the task of making a text.	8%	20%	48%	20%	4%
5	I like learning using the Grammar-Translation method.	-	-	4%	56%	40%
6	Learning with the Grammar-Translation method helps me during learning because the teacher explains the material in Indonesian.	-	-	4%	36%	60%
7	The Grammar Translation method helps me make texts according to the grammar rules.	-	-	4%	68%	28%
8	The teacher taught all text-building materials (such as tenses, parts of speech, and text structure) beforehand, so writing was easy.	-	-	-	80%	20%
9	I mastered this material because the teacher helped translate various sentences I did not understand.	-	-	4%	80%	16%
10	When my friends translate sentences, my English vocabulary increases.	-	4%	-	76%	20%
11	Making texts in English will be very easy if the teacher uses this method in learning.	-	-	8%	76%	16%
12	This method made me interested in learning English further.	-	-	4%	80%	16%
13	I understand the whole text thanks to this method.	-	-	32%	68%	-
14	This method is boring to apply in learning.	16%	32%	48%	-	4%
15	I still need help writing text even though I have used this method.	-	28%	44%	20%	8%

Based on the results of the questionnaire analysis, many students gave a positive response to the application of the Grammar Translation Method in learning the ability to write recount texts. A total of 10 statements received a positive response with a Very Good interpretation (76% - 100%). Then, 2 statements show a Good interpretation (51% - 75%). Formerly, 3 statements were responded to quite unsatisfactorily so they received a bad interpretation (26% - 50%). Therefore, after reviewing the results of the analysis on the questionnaire given to the experimental class, it can be concluded that students feel helped during learning by the Grammar Translation Method applied by the researcher.

CONCLUSION

The results of this study only apply to the samples used when the research was conducted. This study found a significant effect of the Grammar Translation Method on students' writing ability. And the students' response towards this method was also good. The results of the average score obtained by the two classes were significantly different. The results of the average score of the experimental class showed a value of 69.80 while the control class showed a value of 61.60. In addition, the success of this hypothesis is also supported by the results of the independent sample test which shows a result of 0.27<0.5, where based on decision-making in the independent sample test, it can be concluded that H0 is rejected and Ha is accepted.

Furthermore, this research was also supported by students' responses to the Grammar Translation Method. That can be seen where 96% of students agreed that this method helped students a lot during learning because the teacher explained the material in Indonesian, so students did not feel confused when digesting the material provided. In addition, 96% of students also agree that the Grammar Translation Method helps students understand grammar rules to feel helped while writing texts. Students also agree that this material makes students more willing to learn English further because English is extensive and not only in text.

Moreover, the response from 52% of students to the Grammar Translation Method also stated that the Grammar Translation Method was a tedious method to apply during learning. There is no class creativity during this method. This is because the teacher only focuses on material and other structures without games in the material. As many as 28% of students also admitted that they still found it challenging to write a text even though this method had been applied. But it can be known that some students sometimes cannot focus on something monotonous, so these students need a fresher model that causes students to be active during class.

However, this study has certain flaws that will necessitate more diverse data in future research on the same issue. As a result, when the Grammar Translation Method is being used, the next teacher or researcher is suggested to combine it with media or other more engaging approaches. Because the Grammar Translation approach is an ancient approach, it requires upgrading with a more unique touch during the learning process.

REFERENCES

Ayu, D., & Santoso, D. R. (2021). The Effect of Grammar Translation Method in Description Text on Writing Ability of Class XI Vocational High School Students. *Academia Open*, *6*. https://doi.org/10.21070/acopen.6.2022.2358

Maulida, I., & Yulianto, S. W. (2021). The Effect of Students' Writing Ability through Brainstorming Method towards English Learning Achievement in 2013 Curriculum. *Biormatika*, *7*(1), 2580–6335. https://doi.org/10.35569

Nasir, A. (2018). Improving Speaking Skill Through Grammar Translation Method at SMAN 3 Pare Pare. In *Journal of Advanced English Studies* (Vol. 1, Issue 1). https://www.researchgate.net/publication/355903235

Rambe, S. (2016). *Grammar Translation Method: Theory and Guidance for Classroom Practice* (Vol. 4).

Sartika, R. A. (2017). *Memahami Aspek-Aspek Dalam Writing*. 1–15.

Siregar, H. (2019). *The Effect of Applying Grammar Translation Method on Students' Achievement in Writing*. http://repository.umsu.ac.id/handle/123456789/3185

Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Cetakan ke 22, Alfabeta. Bandung

Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.