

The Effectiveness of Grammar Translation Method Towards Students' Reading Comprehension at *MA Darul Ulum Ngabar Mojokerto*

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ABSTRACT

Reading comprehension is one of the language skills that need to be developed in students. Indeed, reading comprehension has become something that is fundamental and essential for students because the one of the students' success is highly depends on their reading ability. If students' reading comprehension is lacking, it is likely that students will fail academically, or at least have difficulty making progress. this research is to measure the effectiveness of the Grammar Translation Method toward students reading achievement at the tenth grade students. There are three types of experimental research, namely Pre-Experimental, True Experimental, Quasi-Experimental research. Researchers used a One-Group Pretest-Posttest research design. This design combines pretest and posttest by conducting a test on one group before being given treatment and after being given treatment. The pretest is given at the beginning before being treated and the posttest is given after the treatment is finished. The population is 74 students. The sample was class B, totaling 25 students. The researcher calculated the data by using T test in SPSS. Before applying the Translation Grammar Method, the average pre-test result score was 57,56 and there was an average post-test score of 85,76. The results of the T-Test above show a sig. (2-tailed) value of $0.00 > 0.05$, which states that there is a difference after applying the Translation Grammar Method to improve the ability to read descriptive texts or in other words, H1 is accepted and H0 is rejected.

Keywords: Grammar Translation Method, Reading Comprehension

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INTRODUCTION

Reading comprehension is one of the language skills that need to be developed by the students. Indeed, reading comprehension has become something that is fundamental and essential for students because the one of the students' success is highly depends on their reading ability. If students' reading comprehension is lacking, it is likely that students will fail academically, or at least have difficulty making progress (Suryani 2020).

Reading, on the other hand, provides several advantages, such as extending students' perspectives and knowledge. When reading, students must obtain a variety of information, including the content and understanding of the reading. Reading and comprehension are intimately connected because comprehension is the core of reading.

Reading comprehension skills refer to the process of interaction between the reader and the text in which the emphasis is on mastering the content of the reading in order to get in-depth knowledge and understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading as represented in writing. This definition emphasizes two important aspects of reading: the language itself and the graphic symbols of writing that display information in reading form (Karim et al. 2023).

Several problems that often occur in reading may come from the student, the text, or the reading strategy itself. Confusion understanding of the meaning of words and sentences, difficulty to connect thoughts in a text, omission or ignoring of details, trouble identifying information from minor details, and lack of concentration when reading is some of the issues that students face. Meanwhile, reading problems come from the text, such as vocabulary, length of the text, text structure, level of interest, or the topic of the text. The role of the teacher is not to tell students what they should learn, but to support them in determining what they will study. The teacher acts as a facilitator of student learning. According to (Kurniawan, Miftah, and Qamariah 2021) the creativity of English teachers in arranging learning activities will create a good learning situation and increase the student's understanding of the learning material. Furthermore, the teacher's behavior was also a determinant of success in learning. If the teacher could not deliver the material with an explanation that is easy to understand, students who have slow abilities need a re-explanation related to the material delivered.

LITERATURE REVIEW

Definition of Reading

Reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by question based on the content of a passage. In this case the passage is not translated, the questions being asked in the foreign language and the student answering in English (Kurniawan, Miftah, and Qamariah 2021).

As detail definition, Peter Westwood stated that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to literal and inferential. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text – for example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. The next level is referred to as the inferential level (Suseno, Purnomo, and Nuryana 2022).

Type of Reading

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes: Subvocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts. Speed reading is a collection of

methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows. A good proofreader needs to have a strong vocabulary and should be meticulous in his/her approach (Kurniawan 2020).

Level of Reading

According to Mortimer and Doren reading has four level there are: Elementary Reading, also called initial reading, rudimentary reading, or basic reading. Once this level is mastered, readers go from nonliterary to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basic training in reading, and acquires initial reading skills.

Inspectional Reading. This is also called pre-reading or skimming. This level is characterized by its emphasis on time, its aim is to get the most out of a book within a given time“. This is usually done through an 16 examination of the surface of the book checking things such as the title of the book, its preface, and table of contents, index, and publisher’s blurb if available. Etc. Analytical Reading, this is a more demanding level for readers. It’s more complex than the preceding levels and represents a thorough and complete form of reading. Analytic reading is hardly ever necessary if your goal in reading is simply information of entertainment. Syntopical reading it’s also called comparative reading. This is the most complex and systematic level of reading. A syntopical reader reads different texts on the same subject and compares them to each other to arrive at a holistic and more understanding of the subject (Kurniawan, Miftah, and Qomariah 2021).

Reading Assessment

Reading is a visual process-vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. The visual process of taking in information visually and translating that into dimensions of thought is very rapid. It moves at the speed of thought and this process exceeds the speed of light. Whole-brain, intuitive, symbolic reading is meant to be a conceptual metaphor for life. It is blueprinted into human right-left brained and holistic mind. It is simply connecting one person’s intuition to another’s. The author is imagining something (even when the author is writing about facts), the reader can interpret those writings and glean the author’s imaginings.

METHOD

There are three types of experimental research, namely Pre-Experimental, True Experimental, Quasi-Experimental research. The research design used by researchers is a

pre-experimental research design. Researchers used a pre-experimental design to identify the effectiveness of using Grammar Translation Method to teach reading comprehension in class x Ma Darul Ulum Ngabar, Mojokerto. In pre-experimental research design, one or several groups of dependent variables are observed to determine whether there is an influence from the application of independent variables that were previously thought to be capable of making changes. This research design is divided into 2, namely: One-Shot Case Study, only one group of subjects is given treatment and then the results are measured. There was no control group to compare with. One-Group Pretest-Posttest Design, One group of subjects is measured before and after treatment, but there is no control group (Rizkina 2022).

Researchers used a One-Group Pretest-Posttest research design. This design combines pretest and posttest by conducting a test on one group before being given treatment and after being given treatment. The pretest is given at the beginning before being treated and the posttest is given after the treatment is finished. The population of the research is class X students' consisting of three parallel classes. The population is 74 students. This research uses probability sampling. The sample was class B, totaling 25 students. The researcher chose one of the ten classes because the sample was selected according to the needs or objectives of the research. This technique is used to test whether certain values differ significantly or not with the average of a sample, or to test the difference in the mean of a sample with a hypothetical value. One sample t test using the Statistical Package For Social Sciences software (SPSS). With decision criteria in the one sample t test on SPSS as follows : 1. If the significance value or probability value $> \alpha$, then H_0 is accepted so that H_a rejected. 2. If the significance or probability value is $< \alpha$, then H_0 is rejected so that H_a accepted.

FINDING AND DISCUSSION

RESEARCH FINDING

Research findings refer to the result and outcomes obtained from a research study after conducting data analysis. These findings are the empirical evidence that researcher has gathered during the investigation to address the research questions or hypotheses.

Data Description

This research was conducted to know the effectiveness of Grammar Translation Method at tenth grade of MA Darul Ulum Ngabar. A test set was to find out the score of students reading skill, which consisted of two test. They are pre-test and post-test. The pre-test is carried out before the sample receives treatment. The purpose of the pre-test is to measure students' reading skills before being given treatment. The post-test is carried out after the sample has received treatment. The purpose of the post-test is to measure students' reading skills. To obtain a complete picture of the participants, a series of descriptive analyzes were carried out. The result of pre-test and post-test score of students' reading comprehension in experiment class. The scores of students' reading comprehension in experiment class were presented.

Data Analysis

Data analysis in research refers to the process of cleaning, organizing, interpreting, and summarizing collected data to draw meaningful conclusions and make informed decisions. It is a crucial step in the research process, where researcher applied various statistical and analytical techniques to again insights from the data has been collected.

The researcher used Saphiro Wilk because the samples were smaller than 50. If the Saphiro Wilk value is greater than 0.05, the data distribution is said to be normal. And if the value smaller than 0,05, the data distribution is said to be abnormal. The result were visibled in the table below.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	,225	25	,002	,887	25	,010
post	,143	25	,200*	,946	25	,206

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based upon the table 4.3, Saphiro Wilk showed that the significance P-values from the pre-test was $0.010 > 0.05$, and from the post-test was $0.206 > 0.05$. So, based on the results of the pretest and posttest normality tests, it can be concluded that the Student Reading Skills data shows that it is distributed normally.

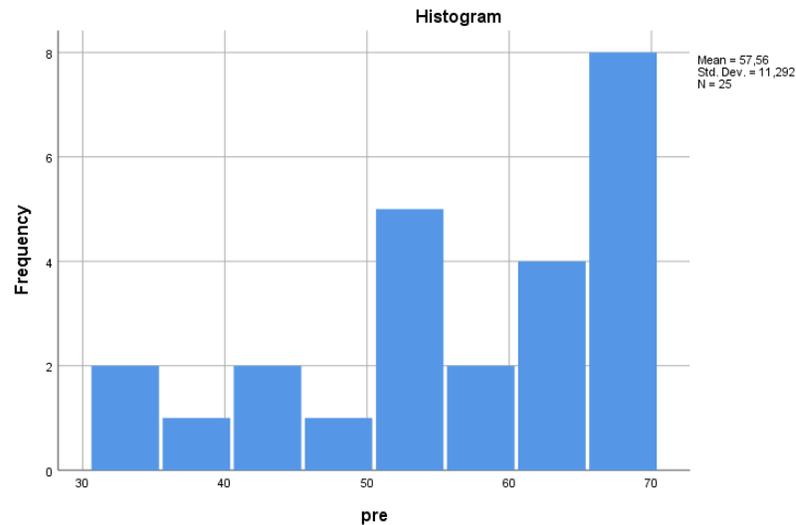


Figure 4.2.1 Learning Achievement of Pre-Test

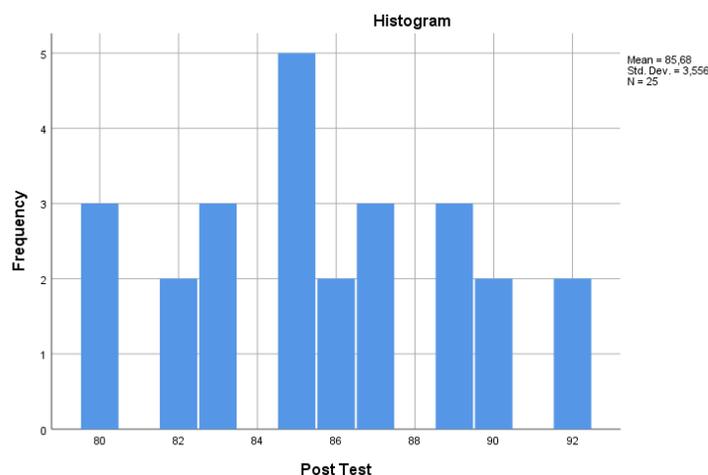


Figure 4.2.3 Learning Achievement of Post-Test

Hypothesis testing was used to determine the difference between the scores of experimental class students before being taught to read descriptive texts using Grammar Translation Method and the scores of experimental class students after being taught to read descriptive texts using Grammar Translation Method. First, the researcher used SPSS version 26 to run a T test to find the mean score, standard deviation, standard error of the mean, difference between the lower and upper intervals, and significance. The test results are used to obtain hypothesis results

According to Singgih Santoso (2014: 265), the guidelines for decision making in the Paired Sample t Test based on the significance value (sig.) of the SPSS output results are as follows.

1. If the sig. (2 tailed) < 0.05 then H₀ is rejected and H_a is accepted.
2. If the sig. (2 tailed) > 0.05 then H₀ is accepted and H_a is rejected.

Therefore, the test result looks like the table below :

Based on the table above, the output of paired sample t test shows the mean paired differences from lower score and upper score is 9.612. this value indicates the difference between the average pre-test learning outcomes and the average post-test learning outcomes or 57,56 to 85,76 = -2.820 and the difference is between -33,006 to -23,394 (95% Confidence Interval of the Difference Lower and Upper). Then, the standard deviation was 11,644 and standard error mean was 2,329. From the table above, it is known that the T value is 12,109 > α (2.064) which means that the research results show that the treatment or conditions tested have a significant difference effect. The table also shows that the significance was 0.000 < 0.05, it means there was significance.

Based on the calculation above, so the alternative hypothesis (H_a) is accepted. It means that there was empirical evidence that the use of Grammar Translation Method is effective.

DISCUSSION

Based on the results of the analysis, the researcher concluded that there was a significant difference between students' scores in reading skills in the experimental class which used the Grammar Translation Method and without using the Grammar Translation Method. This can be seen from the students' pre-test and post-test scores. The average score of the pre-test was 57.56 and the post-test was 85.76. Then, based on the basis for decision making, it is known that the significance is $0.000 < 0.05$, which means there is significance. Therefore, it means that H_0 is rejected and H_a is accepted. In other words, there is effectiveness in using Grammar Translation Method in teaching descriptive text reading skills.

Based on the results of data analysis, it is proven that the writing skill scores of students who are taught using Grammar Translation Method are better and more effective for students. Another reason based on student responses is because the majority of students feel that using Grammar Translation Method is fun and enjoyable because they are free to express ideas that they like. The effectiveness of using Grammar Translation Method can be seen from the enthusiasm of students before learning activities begin. Previous problems can be reduced. Based on the data analysis and discussion above, researchers can interpret that teaching descriptive text reading skills using Grammar Translation Method in class X MA Darul Ulum Ngabar has proven to be effective and can be applied compared to without using Grammar Translation Method.

CONCLUSION

The final chapter showed conclusion of the research which the last section that summarize the main point of research. Also the researcher suggestion from the research. Based on the results, the researcher concluded that there was a statistically significant difference between the groups tested. Based on the results of the study, it shows that the T value is $12,109 > \alpha (2.064)$ where based on the T-Table, the T value is greater than α (critical value).

Based on the data analysis, the researcher concluded that the use of Grammar Translation Method was effective on students' reading skills. Based on statistical analysis using the paired sample t test using SPSS version 26, it shows a significance of $0.000 < 0.05$. Based on the t-test calculation, the hypothesis H_a is accepted and H_0 is rejected, meaning that there is effectiveness in using Grammar Translation Method on students' reading skills in class X Ma Darul Ulum Ngabar. Students' reading skill scores after being taught using Grammar Translation Method were better than before. This can be seen from the average pretest score of (57.56). The results of data analysis prove that students' scores in descriptive text reading skills are better. This means that the use of the Grammar Translation Method is effective on students' reading skills.

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