

The Effect of Grammar Translation Method on Students' Writing Narrative Text Ability

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ABSTRACT

The objective of this research was to find out the effect of grammar translation method on students' writing narrative text ability at the tenth grade students of MAS Al – Hakimiyah Paringgonan. The research design of this research is experimental research by using "one group pre –test and post test design. Where the writer did an experiment in a single group only. The population of this research are students from tenth grade which is consist of 159 students and get 39 students as sample which selected by using cluster sampling technique. The test is used as the instrument of this research, after collecting the data, it was analyzed using the t.test formula. The data analysis found that the mean or average of students' scores after the treatment is 82.17. Using the statistical analysis, the researchers get to 25.70, where the value of t.table is 2.024. It means that the value of t observed is greater than that of the t table (to = 25.70 > t table = 2.024). The alternative hypothesis of this research is accepted, After the calculation it is found that the gain score is 0.7. the score of 0.7 can be classified as middle effect, means that grammar translation method effectively affect students' ability in writing narrative text.

Keyword : Grammar, Translation Method, Writing, Narrative.

1. Introduction

Writing is a communication method that defines language by writing signs and symbols, and it is one of the four language abilities. Writing skills are specific abilities which kept the writers put their thoughts into words in a meaningful form and to mentally interact with the messages. Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but the other speakers of that language can read and understand .

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). Writing is assumed as an important language skills in order to convey the information and messages to others, it also can be used in order to entertain the readers. Writing may well be considered the most difficult of language skills. Even though it is the hardest skill to acquire, the learners should be able to use written English for the purpose of writing out forms, letters, narration, etc.

Skills in writing begins with the simple copying end with free self expression. As students, the progress in thier development of the writing skill, they will require guidance from the teacher. Ability to write well grows

out of prior experience in listening, speaking and reading. If the students knows what the sentences they wish to write sounds like, they are well advanced on their way toward fluent written expression.

Mujahidah, Hidayat, & Asni. (2022) says writing is an activity carried out to communicate an idea in right words and present them in written form. In addition, Sukartiningsih and Malladewi in Alawiyah Susi (2021) states that writing skill is an ability that a person has in conveying thoughts or ideas in written form or a story.

Students are expected have ability in writing, in order to convey what they thought in the written form. Unfortunately, students still facing some difficulties in mastering writing skilss, especially writing narrative text. Adas and Bakir (2013) identify several factors that cause student difficulty in writing; (1) students have limited vocabulary. So that students end up repeating the exact words, which can hinder creativity; (2) students do not use appropriate spelling, so their written text is limited to the terms they know; (3) the present tense is the only one used in their writing; (4) the sentence structure is unstructured so that students' writing is difficult to understand; and (5) students are unwilling to share their work with other students and receive appropriate feedback.

Lack of vocabulary, spelling, tenses and understanding sentence structure are the parts of students' lack in grammar. Grammar and writing are two components that connect each other. Students facing difficulties in writing narrative text because only use present tense in their writing. Narrative text is a kind of genre that used past tense as its language features

According to Dirgeyasa (2014:3) a narrative text is a written text that tells a tale of one figure or more who deals with a specific situation. The story can be fictitious or factual, and it is used to entertain the readers or listeners. It also is defined as a text containing a series of story of the actors' experiences in which events are told logically and chronologically. This written text tells an exciting story that makes the readers feel interested to read. Then the narrative text has several kinds, such as fables, myths, legends, horror stories, fairy stories, mysteries, and others.

Knapp & Watkins (2005) explain that a narrative text is a sort of writing that describes a series of events that occur to a person or character. Characters can be people, animals, plants, or inanimate objects. Furthermore, Rebecca (2003) defines narrative text as a text that logically and chronologically relates a series of events created or experienced by particular elements. Grace and Sudarwati (2007) point out that the social role of narrative text is to entertain, amuse, and interact in diverse ways with actual or virtual events.

Researcher focus on the used of teaching technique and method in teaching writing narrative text. Teaching method is a well-defined procedure used to accomplish a specific activity or task in the classroom. It is important for teacher to master the teaching method, because the students' learning improvement will be better if the teacher practices a correct teaching method.

Researcher focuses on the uses of grammar translation method in improving students' writing narrative skill. grammar translation method is known as traditional way of foreign language teaching based on explicit instruction in the grammatical analysis of the target language and vice versa. This method focuses on instructing students in grammar, and provides vocabulary with direct translations to memorize.

Bailey (2020:18) as the name suggests, grammar-translation lessons focused mainly on grammar, but they also emphasized learning vocabulary. Speaking and listening were seldom seen as essential. Lessons often started with a reading passage in the TL and a list of ten to twenty vocabulary items found in that text.

According to Lestari (2019) the Grammar Translation Method (GTM) is a foreign language teaching methodology derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. In this method, the teachers usually have the students to translate whole texts word for word and memorize grammatical rules and exceptions as well as sets of words. This method relies on the activity of reading and translating text.

Elmayantie (2015) explain the major characteristics of Grammar translation method as: 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.

Students in the grammar translation method are taught through grammar rule deductively then stimulate students to translate back between target language and student's native language. There are also assignment that ask students to memorize vocabulary in the form of list.

Based on the concept of the grammar translation method above shows that grammar translation method is seem suitable to improve students' writing narrative skills. Because both of writing and Grammar translation method are focuses on vocabulary, grammar and sentence structure.

2. Research Methods

This research is categorize into Experimental research. The Purposes of this research is to find out the effect of each subject that being studied. Ary (2014:28) says Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. This research was pre – experiment by using “one group pre –test and post test design. Where the writer did an experiment in a single group only.

Table 1. The Research Design

Pre – test	Treatment	Post – test
Y1	X	Y2

Where:

X : Treatment

Y1 : Pre – Test

Y2 : Post – Test

The research was taken place at MAS Al – Hakimiyah Paringgonan, Padang Lawas.

Population and sample

According to Sugiyono (2016:215), the population is the general area that consists of an object/subject which has particular quality and characteristics which is chosen by the researcher to be studied and then take a conclusion.

Population is all students which take as the subject of the research. The population on this research was the

grade Tenth students of MAS. Al-Hakimiyah Paringgonan which are divided into 4 classes and total population are 159 students.

Table 2. Total Number of Population

No.	Class	Population		
		Male	Female	Total
1	X A	16	23	39
2	X B	15	25	40
3	X C	19	21	40
4	X D	17	23	40
Total		159		

Mills & Gay (2019: 147) state that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. According to Sugiyono (2016), the sample is a part of the whole and the characteristics possessed by a population

To get the sample, the researchers used the cluster sampling technique. Thomas (2023) says Cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. Researchers usually use pre-existing units such as schools or cities as their clusters. The sample of this research are students from X – A which is consist of 39 students.

Instrument

The researcher got the data from two kinds of instrumentation, they were test and documentation: Test: The researcher used a test as instrument in this research. Mills and Gay (2019:171) states that a test is a formal, systematic, paper-and-pencil or online procedure for gathering information about peoples' cognitive, social, behavioral, and affective characteristics (a cognitive characteristic is a mental characteristic related to intellect, such as achievement; an affective characteristic is a mental characteristic related to emotion, such as attitude or feeling).

Documentation: According to Siyoto and Sodik (2015:77) documentation is ways to collect the data by finding notes, transcripts, books, newspapers, magazines, agenda, and so on. Compared with other ways to collect the data, this way is not difficult because the data will remain if there are errors in the research. Thus, in this research, the researcher used documentation as a way to collect the data. The researcher asked the students' writing narrative text and give score to them.

Technique of Collecting the Data

The researcher uses observation and test in collecting the data. Observation is used when the researcher wants to immerse herself in specific culture to gain a deeper understanding while test is a list of questions to measure skill, attitude and intelegence of someone.

The researcher used the quantitative research approach, so the technique used to get the data which related to the teaching speaking using grammar translation method are oral test in pre-test and post-test.

Technique of Analysis Data

The researcher used statistical analysis as the technique to analyze all the data. According to Henry, T-test is a statistical test which is suitable to measure the result of pre-test and post-test. The test also can be used to test two connected large samples in order to find the significance of them. In this research, consist of several procedures in the process such as normality, homogeneity, and hypothesis testing. In determining whether the data were parametric or non-parametric, the researcher used normality test. There upon to find out whether the data from controlled and experimental class were the same variant, the researcher used homogeneity test. Meanwhile, in proving whether the audiovisual aids are an effective medium to improve students' listening skill the researcher used t-test, Here are the formulas:

$$t_0 = \frac{MD}{SE_{MD}}$$

Notes:

t_0 : Test Observation

MD : Mean of Differences, the Average Scores from differences gained Scores between I variable and II variable, which calculated with the formula.

SE_{MD} : The standard Error from mean of differences that is gained with the formula;

After t-test is conducted, the next step is calculated the gain score between students listening ability before and after treatment. Gain score is gotten from comparing the score of pre test and post test. The formula of gained score as follows:

$$g = \frac{\text{The Score of Post test} - \text{The Score of Pretest}}{\text{Maximum Score} - \text{pretest score}}$$

After obtaining the results, it can be interpreted based on the criteria:

Table 3. The Interpretation of The Effect Result

Coefficient of Gain Normalization	Classification
$g < 0.3$	Low
$0.3 \leq g < 0.7$	Middle
$g \geq 0.7$	High

3. Results and Discussions

Apply in the statistical analysis is done after the research is conducted. The data of students' scores in each variable is calculated by statistical analysis, then the result of research are illustrated to describe the students result. T-test was applied to know the effect of grammar translation method on students ability in writing narrative text.

The process of getting the data is done by applying pretest and post test after treament. Treatment is done by taught the students writing narrative text by using grammar translation method.

3.1 Results

After conducting the pretest it is found the highest score is 70 and the lowest score is 15, then it is calculated in order to know the description of the data. Standard deviation is 13.52 and the standard error is 2.19.

Table 4. The Postion of Mean, Median and Mode

No.	Item	Score
1.	Mean	35.38
2.	Mode	30
3.	Median	30

The writer also presents the frequency distributions table to show the cumulative percentage of students pretest result data.

Table 5. The Frequency Distribution of Pretest Data of Teaching Narrative text through Grammar Translation Method

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	15 – 23	5	5	13 %
2	24 – 32	16	21	41 %
3	33 – 41	10	31	26 %
4	42 – 50	3	34	7 %
5	51 -59	0	34	0 %
6	60 - 70	5	39	13 %
Total		39	-	100 %

From the table above, it is shown that the students who got score between 15 – 23 are 5 students or 13 % from the sample, score 24 -32 are 16 students or 41 %, score 33 – 41 are 10 students or 26 %, score 42 -50 are 3 students or 7 %, score 51 – 59 are 0 students or 0 %, score 60 – 70 are 5 students or 13 %.

Based on the explanation above the writer concludes most of the students got score 24 – 32, they are 16 students from 39 students which criteria still bad.

Post test Data Description

This part describes the post – test score of the sample. After collecting the data, it is found that the highest score is 90 and the lowest score is 70, then it is calculated in order to know the description of the data. Standard deviation is 4.93 and the standard error is 0.80.

Table 7. The Postion of Mean, Median and Mode

No.	Item	Score
1.	Mean	82.17
2.	Mode	80
3.	Median	80

The writer presents the data above into table frequency distribution to show the cumulative frequency of the data as below.

Table 6. The Frequency Distribution of Post test Data of Teaching Narrative Text through Grammar Translation Method

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	70 - 72	1	1	3 %
2	73 -75	4	5	10 %
3	76 - 78	0	5	0 %
4	79 -81	17	22	44 %
5	82 - 84	0	22	0 %
6	85 - 87	11	33	28 %
7	88 - 90	6	39	15 %
Total		39	-	100 %

From the table above, it is shown that the students who got score between 70 – 72 are 1 student or 3 % from the sample, score 73 -75 are 4 students or 10 %, score 76 – 78 are 0 students or 0 %, score 79 -81 are 17 students or 44 %, score 82 – 84 are 0 students or 0 %, score 85 – 87 are 11 students or 28 % and then the students who got score 88 – 90 are 6 students or 15 %.

Based on the explanation above the writer concludes after got treatment through audio visual media the students score getting better. Most of the students got score 79 – 90, they are 34 students from 39 students which criteria is very good.

A normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance). The normality test was done on pre test and post test data, means the data which got before treatment and after treatment was given to students. Based on the calculation of the pretest mean = 35.38 and n = 39 while the standard deviation is 13.52. The value of L count is 0.0052, while the value of L table is 0.141. if $Lo < L@$ ($0.0052 < 0.141$) means the data are normal.

Based on the calculation of the post test after given the treatment, the mean is 82.17 and n = 39, while the standard deviation is 4.93. The value of L count is 0.0571, while the value of L table is 0.141. if $Lo < L@$ ($0.0571 < 0.141$) means the data are normal.

The data are homogeny if the value of F count < Ftable. F count is calculated from the (maximum variance divided by minimum variance). Most F-tests arise by considering a decomposition of the variability in a collection of data in terms of sums of squares. The researcher should draw a hypothesis before conduct the homogeneity test. The hypothesis of this research are: the data are homogeny if $Fo < F@$ means the hypothesis is accepted and if the $Fo > F@$ means the data are not homogen and the hypothesis is rejected.

Based on the calculated of homogeneity test, it is found that the F count is 2.83 and the value of F table is 4.11. the data are homogeny if the nilai Fo is lower than F table or Fo (2.83) < F table (4.11). the value of f table

which is lower than F table shows that the data are homogeny.

The result of t – test is 25.70 is indicated that there was a difference of degree as much as 25.70. the degree of freedom (df) of this research is 38 where df is n-1

Based in the table of “t” value at the degree of significance of 5% with df 38, it is found that the value of 5 % of degree of significance is 2.02439. The hypothesis is accepted if the value of t observed is higher than the t table ($t_0 > t_{table}$). The result is $25.70 > 2.024$, means the value of t observed is higher than the t table. It means that there is a significant effect of students writing narrative text ability taught by using grammar translation method.

Gain score is gotten from comparing the score of pre test and post test. After the calculation it is found that the gain score is 0.7. the score of 0.7 can be classified as middle affect, means that grammar translation method effectively affect students’ ability in writing narrative text.

3.2 Discussions

Having analyzed the data of pre – test and post – test by using t – test the result shows that the coefficient is 0.7 means that there is a significance effect of grammar translation method on students writing narrative text.

Based on the result of the research shows the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This research shows that

Grammar plays an important role in learning writing narrative text. Like other kinds of genre, in learning writing narrative text, learners should know how to arrange a good sentence. Mastering grammar is very useful in order to do that. Writing ability of the students is affected by grammar. Grammar translation method helps the students to solve their problem in writing narrative text. GTM stimulates students to increase their vocabulary with the correct spelling. By using GTM, students learn other kinds of tenses besides present tense. Through GTM, students are taught how to make sentence in appropriate sentence structure based on the time and tenses.

4. Conclusion

After collecting the and analyzing the data, here the writer comes to the conclusion as follows: Based on the result of the description of the data it is found the mean of the pretest of the data is 35.38 and categorized bad. The result of the data description got the mean of post test of teaching writing narrative text by GTM is 82.17 and categorized very good. The result of the research shows that the students’ writing narrative text ability score which is taught by using GTM has increased. The result of the research has answered the research question that the use of GTM is quite effective in increasing the students’ writing narrative text ability. Through GTM Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom. There is a significant effect of teaching writing narrative text by

Grammar translation method on students writing ability on student grade tenth MAS Al – Hakimiyah Paringgonan.

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