

GRAMMAR TRANSLATION METHOD TO ENHANCE STUDENTS' WRITING SKILL

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Abstract: This research seeks to find out the following: 1) whether the Grammar Translation Method improves the writing abilities of students. 2) Ascertain the level of student interest in incorporating the Grammar Translation Method into their educational journey. All participants in this study were students enrolled in classes VIII.1 and VIII.3 at SMP Negeri 1 Pallangga. Investigative methods and a quantitative approach were employed by the researchers. The methods of data collection consist of written examinations and surveys. The research incorporated a population of 396 students and utilized samples from two classes: class VIII.1, which served as the experimental class, and class VIII.3, which functioned as the control class; the combined number of students from these two classes was 72. Applying the Grammar Translation Method to writing skills can result in a substantial enhancement of the teaching and learning process, according to the findings of this study. The mean score for the Experiment class on the pre-test was 56.83, whereas the Control class scored 55.28. The post-test averages were 72.86 for the Control class and 76.58 for the Experimental class. Based on the research findings, it can be inferred that the implementation of the Grammar Translation Method enhances students' writing proficiency and fosters their engagement in the learning.

Keywords: Grammar Translation Method, Writing Skill, Achievement

1. INTRODUCTION

Learning a language, particularly one that can bring together people from many cultural backgrounds and nationalities, is essential for human flourishing since, without it, we would be unable to interact socially, emotionally, or intellectually. Because it allows so many people to communicate with each other, English is considered the most powerful language in the world. Consequently, English should be the first language studied. Many countries utilize English since it is an international language. The English language has a greater impact on society than any other language (Imran, 2022). Many countries throughout the globe utilize it. As a global language, English allows people to communicate with individuals from all over the world. Learning English is a need for everybody who want to communicate in this global community.

The four cornerstones of fluency in the English language are the ability to listen, talk, read, and write. But we also appear to overlook translation as a crucial skill in acquiring the English language (Indahyanti & Mursidin, 2017). Writing is the visual expression of spoken words, this allows for the possibility of written language. Some aspects of language, including syntax, lexicon, and phonetics/phonology, are involved in writing. When students have mastered the rules of grammar, they are able to put words into their proper phrase,

clause, and sentence forms. Grammar is the study of proper sentence construction that students need to know the laws of language, such as how to add to a sentence or translate a good phrase, in order to make good sentences, the correct tenses and the sentences that are easy to understand.

According to the researcher's initial observations, students had lack motivation to study the language. Also, because they were bored with the method, students lost interest in studying English. Additionally, students struggle with developing whole thoughts and have a restricted vocabulary while composing written work. They are clueless when it comes to word meaning and appropriate usage. One of the many things that students have to cope with is the fact that they are still unfamiliar with writing in English and have no idea how to construct complete sentences. Because they are terrified of making grammatical mistakes in their writing. The researchers offer the Grammar Translation Method to help students with their writing in order to address the issue mentioned earlier.

An approach to teaching languages other than Greek and Latin that has its roots in classical pedagogy is known as the Grammar Translation Method. Students study grammatical rules in grammar translation lessons and practice applying them by translating sentences from their native language to the target language. Complete word-for-word translations of literature may be demanded of advanced students (Mursidin et al., 2022). The researchers argue that instructional strategies might pique students' interest in learning and give them opportunity to evaluate their own performance based on the notions presented above. In order for teaching and learning goals to be realized, teachers are expected to be adept at selecting ways and methods that align with students' conditions and requirements. Researchers sought a solution by implementing the grammar translation approach after observing the numerous challenges encountered by students in English topics, particularly in terms of writing proficiency.

2. LITERATURE REVIEW

2.1. The Concept of Writing

Writing is the process of acquiring the ability to communicate ideas, information, knowledge, or data for the purposes of learning and sharing (White, 1991). In addition, he asserted that writing requires thought. Additionally, he asserts that writing can be premeditated and submitted for an indefinite number of revisions prior to its publication. As writing is a process of discovery that requires delegation to your specifications, a significant portion of the writer's work does not manifest on the page. It is a method of correspondence. According to Paul (2000), writing is likely the linguistic ability that is utilized the least by the majority of individuals in their native tongue. Individuals employ various methods to interpret their knowledge, one of which is linguistics. As a result of writing, individuals employ their linguistic abilities to express their thoughts. In other words, individuals can consistently improve their linguistics skills through the act of writing. Based on the aforementioned definition, the researchers may deduce that writing is the process of conveying

ideas, opinions, messages, and emotions to others through the use of language and the exchange of information. Thus, the reader is able to comprehend the message or information with relative ease.

2.2. Grammar Translation Method

The Grammar Translation Method (GTM) is an instructional approach for foreign languages that originates from the traditional (or classical) method of Greek and Latin instruction. The Grammar Translation Method combines the translation method and the grammar method. The Grammar Translation Method is an approach to language study that involves a comprehensive examination of the grammatical rules of the target language prior to applying this understanding to the translation of sentences and texts into and out of the target language (Barokah, 2006). The Grammar Translation Method involves a systematic examination of the language's grammatical rules as the initial step in language study (Bahrum, 2020). Subsequently, this understanding is applied by translating sentences and texts into and out of the target language.

3. METHODS

This study employs a quantitative approach and utilized a quasi-experimental methodology. The present study employed a nonequivalent control group design, which consisted of two distinct classes: the control group and the experimental group (Taniredja & Mustafidah, 2014). The experimental group is administered a pre-test prior to receiving treatment, followed by a treatment writing test, and concludes with a post-test. The research population comprises the eighth-grade students of SMP Negeri 1 Pallangga. Each of the eleven classes comprises thirty-six students; however, only two of these classes are in use. The population as a whole comprises 396 students. The test is administered to determine the students' initial level of proficiency prior to implementing the Grammar Translation Method, as well as their progress following the treatment segment. The students respond to the writing test query. The translation of texts is the method of evaluation in this investigation. The researchers assessed students' interest in writing utilizing the Grammar Translation Method through the use of a questionnaire.

4. RESULTS

4.1. Comparison Score of Groups

Comparison Score of Experimental Class and Control Group. This section was used to answer the research question and conducted in both the Experimental Class and the Control Group by using SPSS.

Table 1. Comparison Score of Groups

Groups	N	Mean	Standard Deviation	Standard Error Mean
Control	36	76,58	21,257	7.658

Experimental	36	72,86	17,174	9,222
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SPSS output indicates that there are 36 respondents (N). Among these 36 individuals, the experimental class obtained an average pre-test score of 76.58, while the control class obtained a mean score of 72.86. Experimental students earned a median score of 76.00, while control students earned 73.50. Furthermore, the mode scores for the experimental and control classes were 70 and 65, respectively. The deviation scores for the experimental and control groups were 7.658 and 9.222, respectively. The experimental class ranged 30, whereas the control class ranged 33. In addition, the experimental class had a minimum of 60 students and the control class had 55, the experimental class had a maximum of 90 students and the control class had 88 students, and the experimental class accumulated a total of 2757 points while the control class accumulated 2623.

4.2. Analysis of Interest

The findings of the questionnaire, a total of 36 students indicated their interest in the statement pertaining to the questionnaire. According to the responses to the Likert Scale questionnaire, students express interest in utilizing the Grammar Translation Method to learn English. This interest stems from the fact that the method enhances students' comprehension of the subject matter, expands their vocabulary, and ensures that the sentences they have written and translated are easily understood. The students' writing skills were enhanced with a mean score of 74 using the Grammar Translation Method (GTM). As a result, classifying the improvement of students' writing abilities via the Grammar Translation Method (GTM) as good category.

5. DISCUSSION

The research conducted at SMP Negeri 1 Pallangga showed that implementing the Grammar Translation Method in the classroom yielded positive outcomes in the teaching and learning process. Bahrum (2020) asserts that the Grammar Translation Method enhances students' understanding of grammar, which is crucial, and helps them remember vocabulary better by applying it in sentences following the grammar rules they have learned. The Grammar Translation Method facilitates foreign language learning by permitting students to utilize their native language. Students acquire grammar rules and subsequently utilize them to convert sentences from the target language to their native language and vice versa (Nonci et al., 2022).

The learners in the experimental class showed significant improvement in grammar learning after an experimental semester. Additionally, learners in the experimental class made more progress in grammar learning compared to those in the control class. The Grammar Translation Method was found to be more effective in enhancing learners' confidence and motivation than the Communicative Approach. Rudi Hartono (2014) states that the Grammar Translation Method leads to notable enhancements such as increased

flexibility and naturalness in translation, contextual use of words, adherence to the target language's sentence structure, and the application of standard grammar.

During the pre-test, the average score of the students was 56.83. The researchers determined that certain treatments were necessary to enhance students' writing skills based on the results. The researchers utilized the Grammar Translation Method as a technique to enhance the students' writing abilities in the treatment. Following the treatments, the researchers administered a post-test to determine if there was an improvement in their abilities. The post-test yielded a result of 76.58. The result indicated an enhancement in the students' writing proficiency. Students made satisfactory progress throughout the teaching and learning process (Nurjannah et al., 2020). The students' comprehension of the writing talent improved dramatically. The students' growth was evident through the comparison of their pre-test and post-test results. The post-test score of 76.58 exceeded the pre-test score of 56.83, resulting in a student improvement of 19.75. The effectiveness of employing the Grammar Translation Method in teaching grammar was evident from the improvement observed. Teaching in the students' native language facilitated their comprehension of the materials (Sulviana, 2022). The Grammar Translation Method has enabled numerous students to proficiently grasp the grammar of the language they are learning.

6. CONCLUSION

The Grammar Translation Method is one of the most successful teaching methods that allows students to develop their English language skills, particularly when it comes to teaching writing skills. Specifically, the research that was carried out at SMP Negeri 1 Pallangga provided evidence that demonstrated this. The outcomes of the research indicate that there was a significant improvement that could be gained in the teaching and learning process by utilizing the Grammar Translation Method in writing competence.

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