

## USING GRAMMAR TRANSLATION METHOD TO IMPROVE STUDENT'S COMPREHENSION AT SMP SWASTA PENGHARAPAN MEDAN

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### ABSTRACT

*This research was conducted to describe the process of increasing students' understanding of comparative degrees through the Grammar Translation Method and to find out whether the grammar-translation method can improve students' understanding of comparative degrees among Medan Pengharapan Private Middle School students. 50 student's class I and II students of Medan Pengharapan Private Middle School were the research subjects. Tests and observations are data collection tools. Students are taught using qualitative and quantitative approaches, or classroom action research. The results of this research in the first cycle were 21 students who understood about comparative degree. Then in the second cycle, students who understood about comparative degree increased to 38 students.*

**Keywords:** *Grammar Translation Method, Comparative Degree, Comprehension.*

## INTRODUCTION

### Background

The English language is used internationally as a tool for interacting with people from various countries and is also used in the world of work. Many countries have already begun teaching the English language to their people. Foreign language education in Indonesia begins with English. English has four skills, namely speaking, writing, listening, and reading. Apart from consisting of several sub-skills, including grammar, pronunciation, vocabulary, and so on, the sub-skills also consist of several topics, such as Degrees of Comparison, Narrative text, Gerunds, and so on.

One of several topics is degrees of comparison. The degree of comparison of an adjective or adverb describes the relational value of an object with something in another clause of a sentence. They are Equivalent comparison, Unequal comparison, and Superlative degree. A comparative degree is one of them. For the degree of comparison, first add *-er* for one or two syllables (for example, smaller, thinner, longer, quieter), then second more from the word *more-* and more than two syllables (e.g. more beautiful, more handsome, more expensive).

Currently, there are many students in Indonesia, especially students in private junior high schools Pengharapan Medan cannot compare two objects or people in English. For example, when they want to say "a watermelon is bigger than an apple," they instead say "a watermelon is bigger than an apple" and when they want to say "Diaz is taller than Nasrun," they instead say "Diaz is taller than Nasrun." Grammatically, it is definitely wrong. This was proven when the author carried out teaching practice at the school.

Grammar is a rule in a language that changes the form of the word past form into sentences. The Oxford Advanced Learner's Dictionary says the author concludes that the moment somebody speaks, they have to look at the grammar. Since the ninth century, twelve, two and twenty-one, the most traditional method, according to HeydariAsl, is the method of Deep Grammar Translation for teaching Languages foreign. They think that if their minds are sharpened enough, they will be able to control their will and emotions. The goal is not to advance logical thinking and intellectual capacity but to have a general educational and civilizational effect and also to raise the standard of the learner's mother tongue.

Freeman in Mart (2013) states that the aim of the grammar translation method is to help students read and understand foreign language literature. This is an efficient way to learn vocabulary and grammar structures. By focusing on the grammatical rules of the target language, students will recognize characteristics of the two languages that will make language learning easier. The teacher must awaken and carry out the good-wish plan. In increasing students' understanding of comparative degrees, the author assumes that explaining comparative degrees is one way of educating students.

In comparative degree education, the author uses the grammar translation method and teaches students to understand comparative degrees. This plan is successful in advancing students' understanding of comparative degrees. These factors make the author want to try a plan to increase students' understanding of comparative degrees through research.

There are several common mistakes that students make in using comparative degrees error generally done \_ in comparative degree according to Murcia and Freeman ( 1999: 719), they are:

1. omits the comparative inflection - and perhaps also the copula

- a. Florin (**short**) **is** from Aamon.

2. replace some other functions, *besides*

- a. or inappropriate use *of*

(B)

- a. Florin short (er) **of** Aamon.

- b. Lancelot is the same height **as** Aamon

3. *more* if *necessary*, or vice versa:

- (a) Aamon **taller/higher** than the car

- (b) Angela **Smaller** than Floryn.

4. Using a regular pattern where an irregular shape is needed

- a. His handwriting is **worse** than mine

5. Double build comparison

a. Franco ran **slower** from Zilong.

b. this bike **is better** than that

There are three errors. The first can be taught in relation to negative transfer, because it reflects the learner's mother tongue, the last two errors are developmental errors that English-speaking children also experience during their first language.

Acquisition.

Second, Aqel carried out research on the effect of using the grammar-translation method on the control of English as a foreign language. In proving this research the researcher carried out research in Jordan, the subjects of this research were twenty EFL students in grade 10. Arabic is their first language and the 15 year old students in 2013-2014. English is a basic subject and focuses on 4 language skills in addition to great attention given to teaching grammar.

Lastly , Chang (2011) carried out a contrastive study of the Grammar-Translation method and the Communicative Approach in learning English grammar, to compare these approaches, research conducted in Taiwan, 86 students from the Department of Applied Foreign Languages took part as well as in this research knowing that the Grammar method. Translation is better than the Communicative approach in terms of accuracy, but the latter approach is better than fluency, so it sums up that a good approach can be obtained by displaying both methods of teaching. Therefore, to overcome this problem, the author wants to try to apply appropriate methods in teaching comparative degrees related to Grammar Translation.

There are five previous researchers that have been done the research Grammar Translation Method. There are Afifah (2014) found that The Grammar translation Method can Improves the students' reading ability, it can be seen in the table 1; (2) The strengths of Grammar Translation Method was the students challenged to read the difficult texts. And the weakness of Grammar Translation Method was felt bored to memorize the vocabularies and irregular verb.

Kurniawan (2020) found that GTM has a significant effect on students reading comprehension and reading motivation. It was found that the degree of freedom between group ( $DF_b$ ) = 2, the degree of freedom within group ( $DF_w$ ) = 87 ( $T_{table}$  = 1.99), and  $F_{value}$  was 37.019.

Megawati (2017) found that The Improving Students Reading Comprehension Through Grammar Translation Method that there was an increasing in the average and percentage students' score, from the score in cycle I is 6.76 or 60%, cycle II is 7.35 or 78%, cycle III is 7.80 or 100%.

Lestary (2019) found that The Use of Grammar Translation Method (GTM) In Teaching Bahasa Indonesia To Foreign Learner There are 6 students as the respondent of this research. The researcher took them as the respondent when they studied Writing 2 subject. The researcher got the data from the treatment in 2 cycles that were conducted in this research, the questionnaire that was distributed to the respondents above and also the observation during the cycles. The descriptive analysis in cycle 1 shows that the mean score is 71.3333, the minimum score is 63.00, the maximum score is 80.00 and the standard deviation is 5.85377. Meanwhile cycle 2 shows that the mean score is 76.6667, the minimum score is 70.00, the maximum score is 85.00 and the standard deviation is 5.16398.

Ali (2020) found that The Use of Grammar Translation Method To Teach Reading To The Tenth Class Students At SMK YPM 12 Tuban Academic Year 2020/2021, In relation to the use of grammar-translation method in the reading class, it really stimulates students to understand many things in one time. Even, they provide an opportunity to practice other language skills like speaking, writing and listening. By using this method, students do not realize that they have equipped themselves with the skill of reading, grammar, structure and translation which enable them to be ready to do their professions after they graduates from the school. It is right that using grammar-translation method in teaching reading has many problems but if we intend to learn English seriously, it can be solved. The main key to learn English is that we must learn diligently because without it we will not be able to master English.

Based on the five previous researchers above the writers found that Using Grammar Translation Methods can Improve Students' in Reading Comprehension. They have used Grammar Translation Method in Reading Comprehension. On the other hand the writers used Grammar Translation Method in Comparative Degree and that is the novelty of this research.

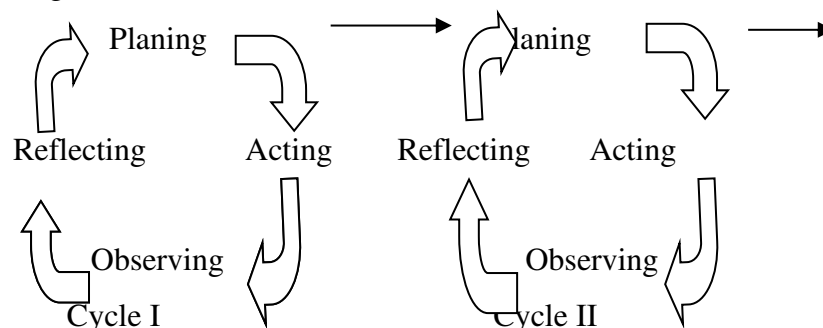
## RESEARCH METHODOLOGY

### 2.2 Research Design

The design of this research is Classroom Action Research (CAR) design. This design use two kinds of data: qualitative and quantitative data or mix method is use to measure the students' comprehension in comparative degree through grammar translation method. There were two variables that were independent variable and dependent variable. Independent variable is grammar translation method and dependent variable is comparative degree.

The classroom action research is implement for teaching and learning process in the classroom to find out the problem solving of students in comparative degree. Classroom action research must be start from the teachers themselves who wish to improve and enhance the quality of learning in schools in order to improve the quality of education. Thus, the implementation of action research as one of the research that aims to overcome the problems inherent in the class. The writers does research based on Kemmis and Mc Taggart model in Suwandi (2011). This study is conduct in two cycles namely cycle I and cycle II. Each cycle consists of two meetings and each cycle had four steps namely planning, action, observation, and reflection.

The stages of Kemmis model in action research can be seen as the following figure:



## **2.3 Population and Sample**

### **2.3.1 Population**

Population in this research is the students at SMP Swasta Pengharapan Medan, academic year 2022/2023 which was located in Jl Pasar IV Desa Marindal II, Kecamatan Patumbak, Kabupaten Deli Serdang, Sumatera Utara 2017.

### **2.3.2 Sample**

Sample in this research is 50 students at the first and the second class at SMP Swasta Pengharapan Medan, academic year 2022/2023 which was located Jl Pasar IV Desa Marindal II, Kecamatan Patumbak, Kabupaten Deli Serdang, Sumatera Utara 20149. The writers chose this class based on the writers' experience during do a teaching practice. The sampling technique in this research is Random sampling. Because the basic of characteristic of random sampling is that all members of the population had an equal and independent chance of being include in the sample (Introduction to research in education, second edition, p.131).

## **2.4 Research Instrument**

The instruments in this research are:

### **1. Observation**

The observation is done in order to know what happen during the teaching learning process, such as; the teachers' performance and the students' attention and response

### **2. Test**

The form of test in this research is multiple choice with 20 questions for each student and there are two types of test which are use in this research, the first is cycle I and the second is cycle II. Cycle I is use to measure students' comprehension in comparative degree before using grammar translation method. And cycle II which is use to know students' improvement in understanding Comparative degree after using Grammar translation method. In this case, the tests were given in every second of each cycle.

### **2.4.1 Scoring**

Firstly, the writers try to get the average of students' score per action within one cycle. It is to know how well students' score as a whole in understanding Comparative degree. It use the formula:

$$\bar{X} = \frac{\sum X_i}{n}$$

$\bar{X}$  = mean

$X_i$  = individual score

$n$  = number of students

The next, they try to get the class percentage which pass the *minimal mastery level criterion* considering English subject gains score 70 (seventy) which has been agreed by the English teachers. It use the formula:

$$P = \frac{F}{N} \times 100\%$$

$P$  = the class percentage

$F$  = total percentage score

$N$  = number of students

The last, after getting the students' score per action, they identify whether or not there might have students' improvement score in understanding Comparative degree from cycle I up to cycle II in cycle I and cycle II. And to analyse it, they use the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$P$  = percentage of students' improvement

$y$  = cycle I result

$y_1$  = cycle II 1

$$P = \frac{y_2 - y}{y} \times 100\%$$



P = percentage of students' improvement

y = cycle I result

y1 = cycle II 2

Besides, the writer also calculate the result of Questionnaire, and it used the formula as follow;

$$P = \frac{F}{N} \times 100\%$$

P = percentage of the answer

F = total amount of the answer

N = number of statements

## OBSERVATION DATA

### 3.3 Data Aggregation

#### 3.3.1 Place

Pengharapan Medan Private Middle School, 50 students specifically in grades one and two for the 2023-2024 academic years, is a research site.

#### 3.3.2 Data Aggregation Procedures

Before carrying out the data aggregation procedure, Cycle 1 was carried out to determine the level of student understanding in the comparative course. The data collection procedure was carried out by administration during two meetings and for two cycles.

##### 1. Cycle 1

In Cycle 1, the author observes the conditions of the learning process during the example class, carrying out oral interviews with students to get their opinions about comparative degree learning and discover student errors on a comparative degree. Cycle 1 of this research was carried out in four action research steps.

Preparation

Preparation is taking action before carrying out something. At this stage, the authors prepare the teaching agenda, media, and teaching materials used during the lesson. Activities prepared in preparation are:

- a) Prepare lesson plans for each meeting.
- b) Prepare teaching facilities.
- c) Prepare research preparation, such as observation formats for observing the teaching and learning process, interview sheets, and daily notes.
- d) Prepare cycle 1 as preparation for the aggregation of data about students' reading comprehension before actions are given to students.

Movement is the process of doing something; it is the application of preparation. In this step, students are directed to determine the comparative degree of grammatical translation methods.

#### Observation

At this stage, the author looks at and studies the students, the conditions and problems encountered while guiding, and the results. Excavations are carried out in the classroom during the practice process, with guidance accomplished. About behavior or attitudes and all activities carried out in providing action. The observation sheet is used to explore all conditions that occur during the method practice and guide.

#### Reflection

At this stage, the author reflects on everything that has been done in the first cycle and draws conclusions. The results of this step serve as the basis for further design points that are planned and implemented in the next cycle to bring improvements to teacher professional actions and student learning conditions, such as their skills.

#### 2. Second Cycle

Cycle 1ni consists of the same four phases as Cycle 1: preparation, action, viewing, and description. In Cycle 1, the next plan depends on reflection on Cycle 1. Based on Cycle 1, the writer tries to implement its strategy with momentary guidance. Then, in Cycle 2, the author carries out revisions according to planning, implementation of actions, observation, and reflection.

#### Preparation

In Cycle 2, planning is made based on findings from reflection. There are several things that have been changed and adapted to the conditions that occurred in the first cycle.

- a) Revise and prepare learning plans.
- b) Prepare the required media when you want to carry out the guidance.
- c) Compile the texts used during the cycle and evaluation.
- d) Providing motivation to all students, because this is important in order to provide motivation so they can work together well, share knowledge, and help each other in their groups.
- e) During Cycle 2, the teacher explains and emphasizes the teaching material more.

#### Action

The action in the second cycle is the implementation of the revised plan for the first cycle.

Cycle 1 was carried out in two meetings.

#### Inspection

Inspection was carried out while classroom action research was in progress. The author observed the entire implementation in terms of understanding and guidance.

#### Representation

As a representation, there are achievements in the new coaching overview according to data from the sheet representation, consultation sheet, agenda, and reading evaluation. When there is a relevant increase for them in the comparison level, the cycle is stopped.

### 3.5 Materials

This research was analyzed using quantitative and qualitative data. The research was conducted in one class of 50 students. Each cycle includes four action research steps.

### 3.6 Data Observation

#### 3.6.1 Concrete Data

Then mark tests in Cycle 1 and Cycle 2 are given after applying the Grammar Translation Method, and every cycle has finished completely.

. The results of student test scores can be seen in the following table:

### 3 Achievements of Cycle 1 and Cycle 2

| NO | Name                | Cycle 1 | Cycle 2 |
|----|---------------------|---------|---------|
| 1  | Agung Aprianto      | 70      | 76      |
| 2  | Proverbs Fernandez  | 66      | 73      |
| 3  | Angel of Love       | 50      | 63      |
| 4  | April Immanuel      | 70      | 93      |
| 5  | Ayu Marito          | 73      | 83      |
| 6  | Thanks to Harianto  | 53      | 66      |
| 7  | Bima Alfredo        | 63      | 70      |
| 8  | Christiano Putra    | 70      | 83      |
| 9  | Cristiano Rava      | 70      | 80      |
| 10 | Dippos Oraet        | 66      | 76      |
| 11 | Eva Alusiau Dina    | 63      | 66      |
| 12 | Word                | 63      | 70      |
| 13 | Christian Gibson    | 50      | 50      |
| 14 | Gresela Simbolon    | 66      | 76      |
| 15 | Lord                | 76      | 83      |
| 16 | Immanuel Lois       | 50      | 66      |
| 17 | James Mantofa       | 66      | 76      |
| 18 | Jeremiah Christiano | 70      | 80      |
| 19 | Jericho Marist      | 50      | 83      |
| 20 | Juliranto Gulo      | 73      | 86      |
| 21 | Kenzo Kristian      | 63      | 80      |
| 22 | Kristover           | 80      | 83      |
| 23 | Lita Munthe         | 53      | 73      |
| 24 | Marcel Sinaga       | 53      | 66      |
| 25 | Mario Radish        | 53      | 63      |
| 26 | Melsi               | 46      | 43      |
| 27 | Moulina             | 66      | 70      |
| 28 | Mulyadi             | 20      | 33      |
| 29 | Nadine              | 70      | 73      |
| 30 | Nadira Chika        | 70      | 80      |
| 31 | Naomi Hutagalung    | 76      | 63      |
| 32 | Naomi Doloksaribu   | 53      | 76      |
| 33 | Nashuha Pasha       | 70      | 96      |
| 34 | Nazar doesn't       | 63      | 80      |
| 35 | Pandi Uli           | 63      | 70      |
| 36 | Ancient Peter       | 63      | 70      |
| 37 | Princess Veronika   | 70      | 76      |
| 38 | Rafanael            | 66      | 70      |
| 39 | Rafi Naufal         | 60      | 66      |

|    |                  |       |       |
|----|------------------|-------|-------|
| 40 | Rangga Manalu    | 60    | 66    |
| 41 | Regina Sitorus   | 70    | 76    |
| 42 | Reza Simanjuntak | 70    | 80    |
| 43 | Rimpi Tania      | 76    | 83    |
| 44 | Riski Sihombing  | 70    | 76    |
| 45 | Roni Lewis       | 66    | 73    |
| 46 | Prop             | 66    | 70    |
| 47 | Samuel           | 66    | 70    |
| 48 | Septiana         | 70    | 76    |
| 49 | Tristan          | 70    | 73    |
| 50 | Willian Tamba    | 76    | 80    |
|    | TOTAL            | 3196  | 3653  |
|    | MEANS            | 63.92 | 73.06 |

The data above shows that:

1. 20 points is the lowest score, while 80 points is the highest score obtained in test 1.
2. 33 points is the lowest score, while 96 points is the highest produced in the second test.

The above proof has increased Students' knowledge of comparative degrees is directed using the Grammar Translation Method. progress Student knowledge means progress from Cycle 1 to Cycle 2 tests. The total score for cycle 1 = 3196, and the total test score for cycle 2 = 3653, so it can be concluded that there is an increase from cycle to cycle.

So that see it is possible to increase students' comparative degree scores noticed by the average student with all-over meetings using the following formula:

$$\bar{X} = \frac{\sum X_i}{n}$$

It means:

$\bar{X}$  = meaning

$X_i$  = value individual

$n$  = total students

In Cycle 1, the total number of students' scores was 3196, and the number of students who took the test was 50. So, the average student was:

$$\bar{X} = \frac{3196}{50} = 63,92$$

In Cycle 2, the total number of students' scores was 3653, and the number of students who took the test was 50. So, the average student was:

$$\bar{X} = \frac{3653}{50} = 73,06$$

Furthermore, in categorizing the number of master's students, the author uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

It means:

P = class advantage

F = value total profit

N = total students

$$\text{Cycle 1} = P = \frac{21}{50} \times 100\% = 42$$

$$\text{Cycle 2} = P = \frac{38}{50} \times 100\% = 76$$

Table 4: Range of Student Grade Improvement

| Range of Student Grade Improvement | Student's name                                                                                                                                                   | The number of students | Percentage of Students              |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------|
| -13-0                              | Gibson, Melsi, and Naomi Hutagalung                                                                                                                              | 3                      | $\frac{3}{50} \times 100\% = 6\%$   |
| 1-5                                | Eva, Kristover, Moulina, Nadine, Rafanael, Sangga, Samuel, Tristan, and Willian                                                                                  | 9                      | $\frac{9}{50} \times 100\% = 18\%$  |
| 6-10                               | Agung, Proverbs, Ayu, Bima, Cristiano, Dippos, Firman, Gressela, Gusti, James, Jeremia, Mario, Nadira, Pandi, Petrus, Putri, Rafi, Rangga, Regina, Reza, Rimpay, | 24                     | $\frac{24}{50} \times 100\% = 48\%$ |

|       |                                                           |    |                                    |
|-------|-----------------------------------------------------------|----|------------------------------------|
|       | Rizky, Rony, and Septiana                                 |    |                                    |
| 11-15 | Angel, Berkat, Christiano, Juliranto, Marcel, and Mulyadi | 6  | $\frac{6}{50} \times 100\% = 12\%$ |
| 16-20 | Immanuel, Kenzo, Nazar, and Lita                          | 4  | $\frac{4}{50} \times 100\% = 8\%$  |
| 21-25 | April, and Naomi Doloksaribu                              | 2  | $\frac{2}{50} \times 100\% = 4\%$  |
| 26-35 | Jericho, and Nashuha                                      | 2  | $\frac{2}{50} \times 100\% = 4\%$  |
|       | Total                                                     | 50 | 100%                               |

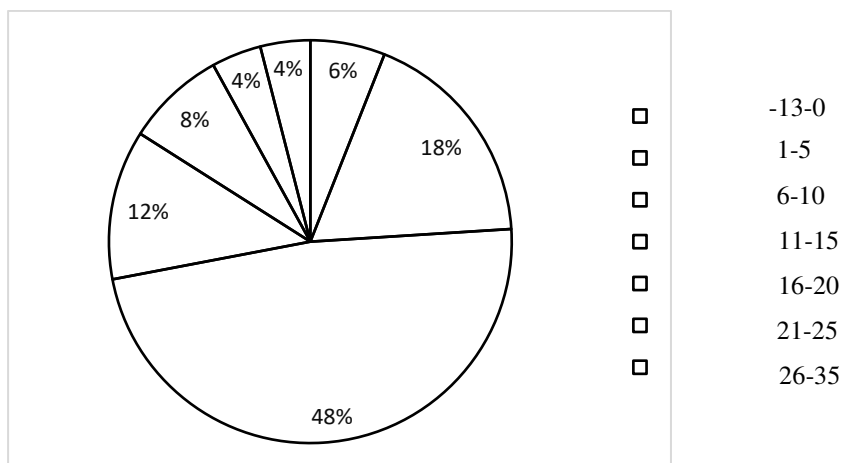


Figure 2: Range of Increase in Student Scores from Cycle 1 and Cycle 2

Cycle 1, Cycle 2

Proof on your own this means that there were 3 students out of 50 students who got an increase in points of -13-0 from the results of Cycle 1 to Cycle 2. And the percentage of students who got an increase in score of -13-0 points was 6%. There were 9 students out of 50 students who got an increase of 1-5 points from the results of Cycle 1 to Cycle 2. And the percentage of students who got a score of 1-5 points was 18%. There were 24 students out of 50 students who got an increase of 6-10 points from Cycle 1 to Cycle 2. And the percentage of students who got a score of 6-10 points was 48%. There were 6 students out of 50 students who got a score of 11-15 points from the results of Cycle 1 to Cycle 2. And the percentage of students who got a score of 11-15 points was 12%. There were 4 students out of 50 students who got a score of 16-20 points from the results of Cycle 1 to Cycle 2. And the percentage of students who got a score of 16-20 points was 8%. There were 2 students out of 50 students who got a score of 21-25 points from the results of Cycle 1 to Cycle 2. And the percentage of students who got a score of 21-25 points was 4%. There were 2 students out of 50 students who got a score of 26-35 points from the results of Cycle 1 to Cycle 2. And the percentage of students who got a score of 26-35 points was 4%.

It can be concluded that every student gets an improvement in their comparative degree after they are taught through the Grammar Translation Method.

### **3.6.2 Qualitative Data**

Progress in students' knowledge in comparative courses can be seen through observation.

#### **a. Observation sheet**

Observations can be seen in Cycle 1 of this research, some students were less interested in the Comparative Degree test. However, after using the Grammar Translation Method, I realized that comparative degrees are very important. In Cycle 2, students are more active and serious about comparative learning and, they have a good interest in comparative learning.

### **3.6.3 Research findings**

finished collecting data, the resulting research says if the Grammar Translation Method can advance students' knowledge at a comparative level. proof displays if the student's score improves on each test. This means that the action taken was successful. These results were delivered by an average of Cycle 1 of 63.92, and Cycle 2 of 73.06. This situation, namely the

qualitative data above, makes them concentrate on finding out whether their predictions are correct or not.

## RESULTS AND DIRECTIONS

### 4.1 Results

Achievement has a conclusion, which is:

1. Progress students' knowledge at a comparative level, which is directed using the Grammar Translation Method. Mid-results student achievement in Cycle 1 was 63.92 and Cycle 2 in Cycle 1 was 73.06 become proof exists progress knowledge student.
2. Students understand comparative degrees taught with the Grammar Translation Method more easily. This can be seen from their passion for the two cycles and their response when asked about the Grammar Translation Method.

### 4.2 Directions

Related to the conclusion above, it has One two recommended directions so that advance the achievement of better skills at a comparative level.

The directions are:

1. English teachers should use the Grammar Translation Method in classroom action research so that they can improve their students' understanding at a comparative level.
2. The students should use the Grammar Translation Method when taking comparative level tests so that they can focus their attention on grammar to understand the content of the text and study independently. This can also train students to be able to ask questions and dare to speak English.

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