

**THE EFFECT OF USING GRAMMAR TRANSLATION METHOD (GTM)
IN READING COMPREHENSION OF NARRATIVE TEXT
AT XI GRADE OF SMK NEGERI 1 KISARAN
2023/2024 ACADEMIC YEAR**

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Abstract

This research aims to find out is there any an influence in the application of the grammar translation method on reading comprehension skills in narrative text material at grade XI of SMK Negeri 1 Kisaran the 2023/2024 academic year. This type of research is quantitative with a two-group research design, namely pre-test and post-test. The population in this study was all of grade XI consisting of 10 classes with a total of 338 students. The research sample consisted of 2 classes (XI DPB² and XI MP³) with total of 61 students which were taken in random clusters by Ari Kunto. In class XI DPB² as an experimental class using the grammar translation method and in class XI MP³ as a control class using conventional learning methods. After the learning was completed, a post-test was obtained with an average result for the experimental class of 87,84 and the control class of 72,9. T-test result were obtain $t_{count}=7,926 > t_{table}=1,671$ then h_a accepted. Thus, it was found that there was an effect on students' reading comprehension ability by using the grammar translation method on narrative text material at grade XI SMK Negeri 1 Kisaran.

Keywords: Grammar Translation Method, Narrative Text, Reading Comprehension.

INTRODUCTION

Language is a communication instrument used by members of a community, Language is one an instrument to convey information; it is used to express ideas, feeling, purposes, thought and opinions in written or oral way. In English language teaching, there are four primary skills which is important, namely listening, speaking, reading, and writing. Reading is one of the language skills that students need to master and the activities practiced by English learners, considered one of the receptive skills.

The students must have reading skills especially at the high school level. To achieve needs reading, School Based Curriculum (SBC) for first year students states that the competency standards for learning English, especially reading refers to the

ability to read and understand meaning text accurately, fluently, and contextually within the text; descriptive, narrative, spoof/recount, procedure, report, news, anecdote, exposition, explanation, discussion, comments, and review. In this research, the author focuses on narrative text. In narrative texts, students must be able to identify the main idea of the text, the meaning of the words in the text, and references, and make conclusions from the text. That means students must be able to understand the text and get information from the text.

In the eleventh grade of SMK Negeri 1 Kisaran refers to one of the competency standards based on this curriculum is that students must be able to read loudly, responsively, and rhetorically in narrative texts that are often found in everyday life accurately, fluently, and easily understood. (Department of National Education, 2006:288). The teacher has provided good strategies for students in the teaching and learning process. However, students not interested and feel difficult in reading narrative text, especially reading words in simple past tense. To improve students' reading comprehension, an appropriate strategies or techniques to help them find solutions to their problem. A strategy that can help students' reading comprehension especially in simple past tense called GTM (Grammar Translation Method).

In addition, the focus of this research was how well students use the GTM method to learn reading narrative text. As a result, the "The Effect of Grammar Translation Method (GTM) in Reading Comprehension of Narrative Text at XI Grade of SMKN 1 Kisaran 2023/2024 Academic year." was the subject of this research studies.

METHOD

The location of this research was in SMKN 1 Kisaran. It is located on Jl. Akasia, Mekar Baru, kecamatan Kisaran Barat, kabupaten Asahan, Sumatera Utara. This Research conducted in the second semester of XI MP & XI DPB on March 2024. There were 2 classes used in this research. In this research class XI DPB-2 was 31 students as experimental group using grammar translation method, while class XI MP-3 was 30 students as control group using conventional way.

Quantitative methodology was used in this research. It was used to see the effect of using Grammar Translation Method on students reading comprehension of narrative text. This research was categorized as an experimental study because this research used an experiment or treatment to compare the outcomes of the post-test between the experimental and control groups.

Sample	Pre-test	Treatment	Post-test
Experimental group	√	XI-DPB2	√

Control group	√	XI MP-3	√
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The description:

XI-DPB2 : The treatment of experimental group by using grammar translation method for reading comprehension of narrative text.

XI-MP3 : The treatment of control group without using grammar translation method for reading comprehension of narrative text.

Table 1. Description of Comparison Score Pre-test and Post-test

Group	Pre-test	Result Post-test
Experimental	59,34	87,84
Control	53,86	72,9

Figure 1. Comparison score in pre-test and post-test experimental class

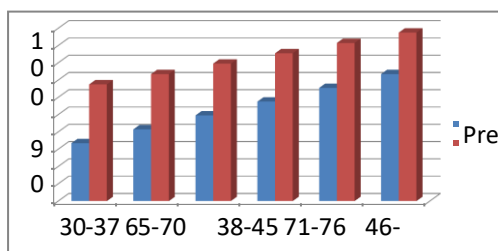
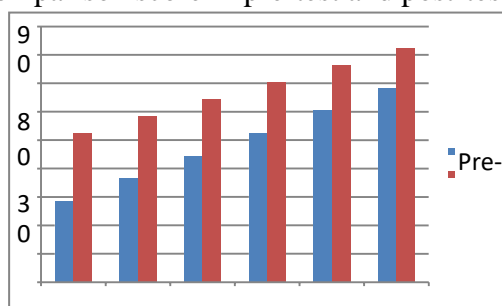


Figure 2. Comparison score in pre-test and post-test control class



RESULTS AND DISCUSSION

According to the findings of this study, grade XI students at SMKN-1 Kisaran use grammar translation method significantly more when reading narrative texts. By using this strategy, the students' scores improved. It can be seen from the pre-test scores of the experimental and control groups of students. The experimental

group pre-test results showed a mean score of 59,34 while the control group was just 53,86. The experimental group post-test results showed a mean score of 87,84 whereas the control group was 72,9. It can be seen in more detail as follows:

Table 2. The Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Score of Pre-test (X)	Score of Post-test (Y)	Y-X
1	AFF	65	75	10
2	ADS	50	85	35
3	CM	50	80	30
4	DAL	65	75	10
5	EN	50	85	35
6	EAA	65	80	15
7	FD	45	85	45
8	FSD	65	80	15
9	GT	50	85	35
10	GEF	70	85	15
11	HNA	65	80	15
12	IY	45	85	40
13	JN	70	70	0
14	KF	55	90	35
15	KBLT	60	75	15
16	KBP	60	95	35
17	KF	45	80	35
18	KNH	75	90	15
19	LA	60	85	25
20	NAL	40	100	60
21	NMA	60	85	25
22	NS	40	90	50
23	NMP	60	65	5
24	NA	75	75	0
25	PH	35	90	55
26	PWS	60	85	25
27	RR	75	80	5
28	RM	60	90	30
29	RMJ	30	80	50
30	SDCF	60	85	25

Total	1735	2575	840
Mean	59,34	87,84	27,09

According to the above facts, pre-test scores for students were lower than post-test scores. The average pre-test score for students was 59,34. Following the treatment of grammar translation method, it increased about 48%, and the post-testscore mean was 87,84.

Table 3. The Score of Pre-test and Post-test of Control Group

No	Students' Initial	Score of Pre-test (X)	Score of Post-test (Y)	Y-X
1	AV	65	75	10
2	A	35	70	45
3	ANK	70	60	10
4	BA	35	70	40
5	CS	70	70	0
6	CR	45	70	35
7	DK	35	65	30
8	DM	45	75	30
9	FPS	60	65	5
10	HN	45	65	20
11	JH	55	60	5
12	KS	55	70	15
13	MM	45	70	25
14	MRH	60	75	15
15	MA	50	60	10
16	MR	70	75	5
17	NTF	50	70	20
18	NLS	60	75	15
19	NAH	55	65	10
20	RA	25	60	35
21	RDS	55	70	15
22	RA	60	75	15
23	RS	30	80	50
24	STW	55	85	30

25	SA	30	80	50
26	SW	55	85	30
27	SR	55	75	20
28	WR	60	75	15
29	W	60	70	10
30	ZT	55	65	10
Total		1545	2040	625
Mean		53,86	72,9	20,83

Analyzing the Data by Using T-Test

The test calculation was used to determine if use of grammar translation method had a significant effect on the reading comprehension of narrative text at grade XI of SMKN 1 Kisaran based on the SPSS:

Table 4. Result of T-test from the both Average

Pre-test		Post-test	
Tcount	Ttable	tcount	Ttable
0.86	1.671	7.926	1.671

Based on the table above researcher calculation, researcher found that tcount 0.86 while ttable 1.671 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n1 + n2 - 2 = 31 + 30 - 2 = 59$. Cause $tcount > ttable$ ($7.926 > 1.671$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Grammar Translation Method (GTM) on students' reading comprehension at grade XI of SMK Negeri 1 Kisaran. In this case, the mean score of post-test experimental class by using grammar translation method was 87.84.

CONCLUSION

Based on the result of the research, the conclusions of this researcher are:

- 1) Without using Grammar Translation Method (GTM), the students' reading narrative text comprehension was still low.
- 2) After using Grammar Translation Method (GTM), researcher gets the highest score of experimental class became 100 and the lowest score 65. Besides, the mean score of the experimental class by using Grammar Translation Method (GTM) in post-test were 87.84 students' reading narrative text comprehension is higher.

- 3) Based on the calculation result of homogeneity test of the both averages (pre- test), researcher finds that t_{count} are 0.86 are lower that t_{table} are 1.671. So, $t_{count} < t_{table}$ ($0.86 < 1.671$) and H_0 is accepted, it means no difference the average between experimental class and control class in this research and homogeneity test of the both averages (post-test), researcher finds that t_{count} was 7.926 was higher that t_{table} was 1.671. So, $t_{count} > t_{table}$ ($7.926 > 1.671$) and H_a is accepted, it means there was difference the average between experimental class and control class in this research. The mean score of experimental class in post-test was 87.84, meanwhile the mean score of control class in post-test was 72.9 was higher than control class ($87.84 > 72.9$). It can be concluded that there was the significant effect of Grammar Translation Method (GTM) on students' reading narrative text comprehension at grade XI of SMK Negeri 1 Kisaran where H_a was accepted and H_0 is rejected.

THANK-YOU NOTE

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