

**THE EFFECTIVNESS OF USING GTM TO IMPROVE STUDENTS'
UNDERSTANDING IN SIMPLE PRESENT TENSE: AN
EXPERIMENTAL STUDY AT THE SECOND YEAR STUDENT
OF MTS AL-MUWAHIDIN LELEDE, KEDIRI IN
ACADEMIC YEAR 2017/2018**



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RATIFICATION

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**The Effectiveness of Using GTM to Improve Students' Understanding in
Simple Present Tense: An Experimental Study at The Second Year Student
of MTs Al-MuwahidinLelede. Kediri in Academic Year 2016-2017**

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ABSTRACT

The aim of this research is find out The Effectiveness of Using GTM to Improve Students Understanding in Simple Present Tense. This research uses an experimental single group design and the elected group of this research is MTs VIII Putri, which consists of 27 students. The sampling technique of this research is purposive sampling. In collecting data, the researcher used pre-test, treatments, and post-test. The finding showed that t-test value was higher than t-table. $12.08 > 1.706$ at the significant level .05. In degree of freedom (df) 26. It means that Null Hypothesis (Ho) which states that “ There is no effect of using GTM in improving students understanding in simple present tense” is rejected while the Alternative Hypothesis (Ha) which states that “ There is an effect of using GTM in improving students understanding insimple present tense “ is accepted. It shows that GTM are effective to be applied in learning simple present tense at the second year student of MTs Al-MuwahidinLelede, Kediri in academic year 2017/2018.

Key words: Grammatical Translation Method, Learning Simple Present Tense.

Efektivitas Penggunaan GTM untuk Meningkatkan Pemahaman Siswa dalam Simple Present Tense: Studi Experimental pada Siswa Tahun Kedua MTs Al-Muwahidin Lelede, Kediri pada Tahun Akademik 2016-2017

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan GTM untuk meningkatkan pemahaman siswa dalam simple present tense. Model penelitian ini menggunakan kelompok experiment tunggal. Kelompok yang di pilih dalam penelitian ini adalah MTs puri kelas VIII Putri yang terdiri dari 27 siswa. Teknik pengambilan sample dalam penelitian ini adalah secara sengaja. Dalam pengumpulan data, penelitian menggunakan pre-test, treatment dan post-test. Temuan penelitian ini menunjuk bahwa nilai t-test lebih tinggi dari t-tabel, $12.08 > 1,706$ pada tingkat keefektifan. Derajat kebebasan (df) 26. Artinya Null Hipotesis (H_0) yang menyatakan bahwa “Tidak ada efek dari penggunaan GTM dalam meningkatkan pemahaman siswa dalam simple present tense” ditolak sementara hipotesis alternatif (H_a) yang menyatakan bahwa “ada pengaruh efek menggunakan GTM dalam meningkatkan pemahaman siswa dalam simple present tense” diterima. Hal ini menunjukkan bahwa GTM efektif untuk di terapkan dalam mengajarkan simple present tense pada siswa kelas dua MTs Al-Muwahidin Lelede, Kediri pada tahun ajaran 2017-2018.

Kata kunci: Metode GTM, Mengajarkan Simple Present Tense.

1. INTRODUCTION

No one can deny the universality of English, outside English-speaking countries; English has become a compulsory component of education in many countries. English is also one of basic requirements to get a job. If we read an advertisement about job a vocation in newspaper, we will see that most employers are now looking for people with a good background of English. It seems that English is such an important language to master.

In Indonesia, English is first foreign language to be taught in high school that is believed as an important language in order to transfer and develop technology. English has been taught since students enter the Senior High School (MTs) even I some region it's been tough earlier since the four students of elementary school. However, the teaching English in Indonesia has been considered as failure. Almost all of the student assume that it is a difficult and boring subject. This is do the fact that Senior High School graduations that have learnt English for six years are still unable to use the language in their daily communication. (Cook and Leshin, 1991, in Iskandar,2011)

In order to solve that failure, one of the learning method called "Grammar Translation Method" can become a solution. Grammatical Translation Method is one of the Study approaches, which is based on Constructivism. This Approaches focuses on use of language or part of language skills by students. This approach focused on building early knowledge that already mastered by students about the use of English in the daily life experience. By this Approach, studying English should be more meaningful for the students.

Considering the reasons above, this research is An Experimental Study entitled “The Effectiveness of Using GTM to Improve Students’ Understanding in Simple Present Tense: An Experimental Study at the Second Year Student of MTs Al-Muwahidin Lelede, Kediri, In Academic Year 2017”. The aim is to Know the Effectiveness of Using GTM can Improve Students’ Understanding in Simple Present Tense.

1.1 Research Question

Is GTM Effective in Improving Students Understanding in Simple Present Tense?

1.2 Purpose of the Study

The purpose of this study is find out the Effectiveness of Using GTM to Improve Students Understanding in Simple Present Tense.

2. LITERATURE REVIEW

2.1 Definition of Grammar Translation Method

Grammar Translation Method is a foreign language teaching method derived from the classical (sometime called traditional) method of teaching Greek and Latin. The method requires requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists (Larsen-Freeman, 1983:4 in Putri 2012).

2.2 Principles of Grammar Translation Method

Principally, the GTM focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Even though the method may be considered more as a technique rather a method, to follow Anthony's terms, in the sense that the method is not an overall plan of language teaching, the method also has principles regarding to language teaching. The principles of the GTM are these:

- a. Grammar rules are presented and studied explicitly. Grammar is taught deductively and then practiced through translation exercises.
- b. The primary skills to be developed are reading and writing.
- c. Hardly any attention is paid to speaking and listening skills teacher correction is the only way to make students produce the right forms of the foreign language.
- d. Teacher correction is the only way to make students produce the right forms of the foreign language.
- e. The goal of foreign language learning is the ability to understand the texts written in the foreign language.
- f. Mastering the grammar of the foreign language is essential in order for students to understand the written target language.
- g. Vocabulary is learnt from bilingual word lists.
- h. The mother tongue is used as the medium of instruction.
- i. A paramount use of translation exercises is given.

2.3 Procedures of Grammar Translation Method

Even though many new methods have been introduced to this day, the GTM remains a standard methodology for teaching English for some teachers Prator and Murcia (cited in Brown, 1987:75) list the major characteristics of the GTM, as follows:

- a. Classes are taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated words.
- c. Long elaborate explanations of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, and instruction often focuses on form and inflection of words.
- e. Reading of difficult classical texts is begun early.
- f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h. Little or no attention is given to pronunciation.
- i. The focus is on accuracy, and not fluency.

2.4 Characteristics of GTM

The characteristics mentioned above are not a set of procedures of the GTM. Language teachers may develop their own procedures as long as they are in accordance with the characteristics of the GTM. The following procedure of

teaching the target language through the GTM is adapted from Larsen-Freeman (2000: 15-17).

- a. The class reads a text written in the target language.
- b. Students translate the passage from the target language to their mother tongue.
- c. The teacher asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language.
- d. Students write out the answers to reading comprehension questions.
- e. Students translate new words from the target language to their mother tongue.
- f. Students are given grammar rule and based on the example they apply the rule by using the new words.
- g. Students memorize vocabulary.
- h. The teacher asks students to state the grammar rule.
- i. Students memorize the rule.
- j. Errors are corrected by providing the right answer.

2.5 Example of lesson planning of the GTM

Selected Lesson plan: Simple Present Tense

The teacher introduces the formula of Simple Present Tense and explains (in Indonesia) the usage as well as the importance of Simple Present Tense. The teacher points out differences to Indonesian language.

Formula: Subject (noun)+ predicate (Verb)+ Object (noun)

The teacher provides the example and their translation as well, or, depending on the level of comprehension, He/she either calls randomly to have students translate the sentences or give them time to work quietly writing out the translation. He/she has to make sure that the students' answers are correct.

Example:

- a. I love her (saya mencintainya).
- b. You watch football everyday (kamu menonton bola setiap hari).
- c. We study English (kami belajar bahasa Inggris)

2.6 Simple Present Tense

Simple present tense means that the action is habit (another type of repeated action) in the present or that the action is always or usually true (Uchyma, 2006 : 20 in Sentiani, 2013). There are two forms of simple present tense. They are present tense of verb "be" called nominal simple present and present tense of verb called verbal simple present.

3. RESEARCH METHOD

3.1 Research Design

The design of this research used Quantitative method. Which was expected to find out the effect of using GTM to improve students understanding in simple present tense. This research implements one-group pre-test and post-test design which consists of one group of participants. They are typically used to

study behave our individual exhibits as a result of some intervention, or treatment. In this research, the researcher used one group design because the population is heterogen. Implementation of GTM in one class. Before giving treatments in the class the researcher had given pre-test to the students. After doing pre-test, researcher gave treatments by using GTM. At the last, the researcher gave post-test in order to observe the effect of using GTM in learning simple present tense.

3.2 Population, Sample and Sampling Technique

1. Population

According Ary, Jacob and Sorensen (2010:148) population is defined as all members of any well-defined class of people event or subject". Therefore, the population in this research was the second year students of MTS AL-MuwahiddinLelede, Kediri in academic year 2016/2017, There are 55 students. Where class VIII consist of two classes, Where VIII putra was 28 students and VIII putri was 27.

2. Sample

Sample is small group in population being observed Arikunto (2002 : 109). Where class VIII Putri Was Purposive sample consist of 27 Students. The researcher took class VIII Putri, because class VIII Putri more active than VIII putra and the researcher know the characteristic from VIII putri easy to manage the class.

3. Research Variable

There were two variables in this research. They were independent variable and dependent variable. The independent variable was the method of using GTM, while the dependent variable was the simple present tense, as it is shown by chart below:



X: Independent variable (Using GTM)

Y: Dependent variable (simple present tense)

→: Influence

1.3 Method of Data Collection

The types of data used are the test data which is implemented to the students though Pre-test, treatment and Post-test.

3.4 Technique of Data Analysis

After collecting the data, the pre-test and the post-test scores of both will be computed, then in scoring the worksheet, the correct answer of the 10 items of GTM test will be calculated. The formula which was used to computed the pre test and post test data was as follows:

$$N \times T$$

In which:

N: Number of correct answer

T: Score per item

In this research, the researcher also used repeated measure to identify the effect of GTM in learning simple present tense. In finding the means score of the pre-test and post-test, researcher applied this following formula:

$$\overline{X1} = \frac{x1}{N}$$

$$\overline{X2} = \frac{x2}{N}$$

Note:

X1 = Pre-test

X2 = Post-test

N = the number of subject

\underline{X} = The Mean of the scores

After collecting the data, the first step done was finding out the as the result of post-test subtracted by the pre-test as the following bellow:

$D = X2 - X1 \rightarrow$ X2: The score of post-test, X1 : The score of pre-test.

Next the data analysis is continued by using t-test, by making standard deviation formula as seen below:

$$SD = \frac{\sqrt{\sum D^2 - \left(\frac{1}{N}\right) (\sum D)^2}}{N - 1}$$

(Yusra, K.2015)

There, $\sum D^2$ is a total amount of D^2 , and N is the total number of sample. While $\sum D$ is a total amount of D. Next the Formula above continued by using formula:

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

In which \overline{SD} is corrected standard deviation and SD is standard deviation that was got from previous formula. Then, is continued by searching the tobs value, in which tobs is a degree of differences. This calculation compares that value of tobs whit the t-table to know the differences of students' achievement in GTM which is resulted from both tests. The value of tobs is calculated by following this formula:

$$tobs = \frac{\overline{X_2 - X_1}}{SD}$$

Here the x is the mean of each X and $\sum X$ is the total of each X. After obtaining the t-test scores, it is tested at two significant level: .05 (95%). The result of test can be interpreted by using the following formula:

- a. If t-test > t-table at the confidence level .05 H0 is rejected.
- b. If t-test < t-table at the confidence level .05 H0 is failed to be rejected.

To find out the degree of freedom (df) the researcher used this formula:

$$df = N - 1$$

4. RESULTS

Table below presented the result of pre-test and post-test:

No	Subjects	Pre-test (X ₁)	Post-test (X ₂)	D	D ²
1	AIB	60	80	20	400
2	AKD	70	90	20	400
3	AAH	70	80	10	100
4	DS	60	80	20	400

5	DSP	70	80	10	100
6	DA	60	90	30	900
7	FNR	70	80	10	100
8	GMA	60	90	30	900
9	HL	60	70	10	100
10	HMI	70	90	20	400
11	HHR	70	80	10	100
12	INH	50	70	20	400
13	I	70	80	10	100
14	KN	70	90	20	400
15	KI	70	80	10	100
16	KI	60	80	20	400
17	NIH	70	80	10	100
18	NI	50	80	30	900
19	NU	70	90	10	100
20	RLA	70	90	20	400
21	SIS	50	80	30	900
22	SQ	70	80	10	100
23	SH	60	80	20	400
24	SH	70	80	10	100
25	S	70	80	10	100
26	YH	60	70	10	100
27	ZW	70	90	20	400
	Total	1.750	2.210	450	8.900
	Mean	64,81	81,85	-	-

	Maximum Scores	70	90	-	-
	Minimum Scores	50	70	-	-

From the table, it can be seen that total the scores the pre-test is 1.750 and the mean is 64,81 while the scores the post-test scores is 2.210 and the mean score is 81.85. Furthermore, the highest score in the pre-test is 70 and the lowest one is 50. In other side, the highest score in the post-test is 90 and the lowest one is 70. So it is shown, from the results that most of the students make improve. Moreover, to measure the effect of GTM in learning simple present tense, the calculation is conducted.

5. DISCUSSION

Based on the result, the researcher would like to interpret that there is an effect of GTM in learning simple present tense. It is seen and discussed through comparing the t-table and t-obs. By analyzing the data, it is shown that the mean score of the post-test is about 81,85 and it is higher than the means score of the pre-test, that is 64,81 in one side, the researcher took one tailed test (.05) in order to know the t-value of this research in the level is .05 (95%) with (1.706). These values are the minimum coefficient for the difference in scores to be effect. Furthermore, by comparing the t-table and the t-observe, it can be concluded that there is an effect of GTM in learning simple present tense.

The result can be further seen in table 4.2.1

t-test	t-table	
	Df	.05 (95%)
12.08	26	1.706

The table above shows that there is an effect of using GTM in learning simple present tense. It was proven by comparing the result of t-obs and t-table that shows the value of t-obs is higher than the t-table. Therefore, it means that GTM gave an effect towards in learning simple present tense.

Consequently, since the t-test showed about 12.08 which was higher than t-table with level .05 (95%) with 1.706, it means that the Null Hypothesis (Ho) which stated that “there is no effect of GTM in learning simple present tense” was rejected, so the Alternative Hypothesis (Ha) which stated that “there is an effect of GTM in learning simple present tense” was accepted. In other words, using GTM in learning simple present tense is effective to teach students at second year student of MTs Al-MuwahidinLelede, Kediri.

6. CONCLUSION

Based on the data analysis and the result of discussion that have been done, it can be concluded that:

GTM was able to give an effect in learning simple present tense at second year student of Mts Al-MuwahidinLelede, Kediri. It was seen from the result of the pre-test and the post-test. The average value of the post-test was about 81,85 higher than the average value the pre-test which was about 64,81. Therefore, it proves that GTM gave an effect in learning simple present tense and this research

took one tailed (.05) in order to know the effect of GTM in learning simple present tense. The result showed that the t-test was 12.08 higher than that the t-table which was in the level.05 (95%) with 1.706 The conclusion is that using GTM gave effect in learning simple present tense at second year students of MTs Al-MuwahidinLelede, Kediri.

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