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THE INFLUENCE OF THE APPLICATION OF GRAMMAR TRANSLATION METHOD (GTM) ON THE STUDENTS' UNDERSTANDING IN READING COMPREHENSION AT THE FIRST YEAR STUDENTS OF *MTs WATHONIYAH GINTUNG LOR – CIREBON*

THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar degree in English Education (S.Pd.I)



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2012**



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ABSTRACT

EKA FATMALA “ THE EFFECT OF GRAMMAR TRANSLATION METHOD (GTM) ON THE STUDENTS’ UNDERSTANDING IN READING COMPREHENSION AT THE FIRST YEAR STUDENTS OF *MTs WATHONIYAH GINTUNG LOR – CIREBON*”

Method of teaching which is used at *MTs Wathoniyah Gintung Lor – Cirebon* is not creativity the teacher just used memorize method, especially in reading comprehension. As we know that the reading comprehension is one of the important language skill. The students’ reading comprehension skill at *MTs Wathoniyah Gintung Lor – Cirebon* is low, especially in knowing the meaning and the main idea of the text. The aim of this research is to know the influence of the application of grammar translation method on the students’ understanding in reading comprehension at the first year of *MTs Wathoniyah Gintung Lor*.

This research based on Larsen – Freeman Grammar Translation Method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language and better.

The kinds of this research is quantitative research. The population of *MTs Wathoniyah* is 278 students, the researcher take 15% from the population so, the sample of this research in 40 students. The instruments of collecting data are observation, interview, and test. The instrument of the research have been tested for the validity and reliability. The data collected are analyzed by quantitative research it means by using t-test.

The result of the test shows that average score of the students understanding in reading comprehension. The writer given pre-test and post-test. The average score of pre-test is 7.01 and the score average of post-test is 8.03. Mean while, based on the calculation above, the value $t = 3.417$ and $t_{table} = 2.02$. t values greater than t_{table} that found positive significant influence.

Based on the value “ t ” it can be stated that there is significant influence of the application of grammar translation method on the students’ understanding in reading comprehension. the grammar translation method one of method that can be increase students’ reading skill. The writer hopes that this suggestion can give some advantages and motivations to the English teacher concerning with the learning progress, the students to be motivated in learning English and the next research to complete this research.



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PREFACE

Bismillahirrahmanirrahim,

Alhamdulillahirabbil 'alamin.....

In the name of Allah, the most gracious and the most merciful. All praises and thankfulness are given to Allah lord of all creatures and universe, because of HIS permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his companions, and his followers up to the end of the world.

The Thesis entitled in “**The Influence of the Application of Grammar Translation Method (GTM) on the Students Understanding in Reading Comprehension at the First Year Students of MTs Wathoniyah GintungLor - Cirebon**”. This thesis is presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) *Cirebon* in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M.A, the Rector of *IAIN Syekh Nurjati Cirebon*.
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 7. All of the teachers and school staff of *MTs Wathoniyah Gintung Lor - Cirebon*.
 8. The students at the first grade of *MTs Wathoniyah Gintung Lor - Cirebon*
 9. My family who always give me support and motivation.
 10. All of my friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect, so the writer is widely open to receive any critic and suggestion to make her thesis better for reference.

Finally, the writer hopes that this thesis would be useful for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

Cirebon, July 2012

Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a tool of communication and interaction. Language serves as a glue in integrating the family, society and language socialization. Without the language of a society can't be imagined. The word "communication" includes the meaning of understanding and speaking, listening and replying to all these acts of actions and events can be object events of the past, today and tomorrow day after tomorrow,(Alwasilah 1983: 89).

Language is very special skill of human beings. "Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently",(Brown 2000: 5). Without language, human being do not communicate each other.

The increasing need caused by developing era demanded the global society to enhance their human resources quality in order to compete to the other countries. In responding this situation, the role of communication had become a part that could not be separated from this condition. As English had



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become very powerful language in the world, it became one of international languages, most global community used English as a media of communication with another.

As the most important foreign language in Indonesia, English became one of the compulsory subjects taught in junior high school, senior high school and some semesters at university. As the result, the government always made effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

English is not native language, so it is needed appropriate method of teaching in English in order to the target of teaching can be reached maximally. As is states by Mulyanto Sumardi (1974: 7) that is "In teaching English one of the factors looked is method, because success or not language teaching program often judged from the kind of method used because of the method that determines the content and the way in teaching language".

In English there are four important skill, it is listening, reading, speaking and writing. Reading one of the important skill that must be learned because without reading, will find it hard to learn another skill. "Reading one of the most important skills for learning is reading. In fact, most of your class work will be based on reading assignments. You'll read to learn about new



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information and ideas, including studies, articles, reports, and so on, (O'hara 2006: 39). Reading is an activity to get information, knowledge and the other.

Some research in the area of teaching reading has been conducted. They focus on both inside and outside of the English instruction. Knowing the previous studies will help in determining the position of the current study. The previous research have been conducted by Popon Fatonah (2003), Eli Amaliah (2004), Siti Nurhikmah (2004), and Siti Nurzaemah (2008).

Reading is one of the most important skills in learning language besides listening, speaking and writing (Fatonah 2003: 8). The result of the research of The influence of reading habit on the students' achievement in English reading comprehension at the second year student of *MTs SALAFIAH* Kangggraksan – Cirebon is low correlation 0.20 (zero point twenty). It means that the students' reading habits is not to influent on the students achievement in English reading comprehension (Fatonah 2003: 66).

Reading is the process of putting the reader in contact and communication with ideas. The students' Readness is one factor of components that influences in the process of teaching and learning has an important role to establish and aims the student to follow to a new subject. The students who are ready in learning get good result, those who are not ready get bad result (Amaliah 2004: 7). The result of the research of the correlation between the students' readness in learning English and students'



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achievement in reading comprehension at *MTs AR-RASWAD* jebara kuningan is 0.849. It means that the correlation between the students' readiness in learning English and students' achievement in reading comprehension in this school can be categorized into high correlation (Amaliah 2004: 68)

Reading is the most difficult skill to teach (Nurhikmah 2004: 23). The result of the research of A comparative study of communicative approach and Grammar Translation Method in the teaching of reading comprehension in the second grade students of *MTs Nurul Huda* Kalibuntu Losari Brebes is have no significances. It means the teaching reading by using communicative approach is not more effective than teaching reading by using grammar translation method (Nurhikmah 2004: 64).

Reading one of the aspects in English (Nurzaemah 2008: 37). The result of the research of the influence of the application of contextual teaching and learning approach on the students ability in reading English at the first year of *SMP PGRI Astanajapura* Cirebon is the high influential level from the correlation between the application of contextual teaching and learning on the students ability in reading English (Nurzaemah 2008: 63)

The position of this paper is not to follow up those findings, but to put itself in another position. Popon Fatonah study seems only to know the influence of the reading habits of reading comprehension. It does not directly discuss how to improve students' ability in Reading comprehension. Eli



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Amaliah, focus of the correlation between the students readiness in learning achievement reading comprehension, does not provide specific strategies for improving student learning in reading comprehension. Siti Nurhikmah, her research discuss which method is more effect to learn reading comprehension. Siti Nurzaima, in her study tried to apply the method of contextual teaching and learning approach on the students' ability in learning English. Reading is one of the important aspects in learning English, reading comprehension is not only read, but must understand the meaning of a text and learn grammar, therefore in this study the writer tried to apply of the Grammar Translation Methods to improve English language skills, especially in reading comprehension.

The method is vital that both teacher and students have some confidence in the way teaching and learning take place. When either losses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely. Methods of teaching have some types some teacher use them depending on condition of students, there are Grammar Translation Method, The Direct Method, The Audio Lingual Method, Total Physical Response and the other.

According to Diane Larsen-Freemen (2000: 11) Grammar translation method was use for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the



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grammar of the target language, students would become more familiar with the grammar their native language and that this familiarity would help them speak and write native language better. Finally, it was thought that foreign language learning would helps student grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

Base on the statement above, the writer would like to make a research the under the title *“The Influence of the Application of grammar translation method (GTM)on the students’ understanding in reading comprehension at the first year students of MTs Wathoniyah Gintung Lor – Cirebon*

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The field of the research

The field of the research of this thesis is method of teaching.

2. The kinds of the problem

The kinds of the problem of this thesis is how the influence of the application of grammar translation method on the students’ understanding in reading comprehension.



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3. The main of the problem

The main of the problem of this thesis is difficulties of the students' in reading comprehension.

C. The Limitation of the Problem

The limitation of the problem. In this thesis, the researcher will be obtained are as follows:

1. The researcher has limited the problem X variable about method of teaching only focuses on Grammar Translation Method (GTM).
2. The researcher has limited the problem Y variable only focuses the students' understanding in reading comprehension.
3. The researcher has limited the school for research only at *MTs Wathoniyah gintung Lor* – Cirebon. Because the place of research is near from the researcher's house, and also.
4. The researcher has limited the students' only focuses of the first year of *MTs Wathoniyah Gintung Lor* – Cirebon.
5. The researcher has limited the aspect in this thesis, the researcher only focuses of reading comprehension.



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D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. How is the students' application of grammar translation method?
2. How is the students' understanding in reading comprehension?
3. Is there any positive and significant influence of the application of grammar translation method on the students understanding in reading comprehension?

E. The Aims of the Research

In accordance with those real problem above, the aims of this research in this thesis as follows:

1. To find out the students' the application of grammar translation method.
2. To find out about the students' understanding in reading comprehension.
3. To find out positive and significant of the influence of the application of grammar translation method on the students' understanding in reading comprehension.

F. The Use of the Research

The research product hoped to be able to increase the developing of language learning, especially in increasing the student's achievement in reading comprehension by using the grammar translation method.



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G. Operational Definition

Dodiet Aditya (2009: 15) listen that “Operational definition is defining the variable based on some characteristics of the observed that the researcher way do the observation”.

There are two variables of the research namely, independent variable and dependent variable. An independent variable is a variable that influences the dependent variable or it can be said that dependent variable is bound to the independent variable and it can change while the independent variable changes. The independent variable in this research is called X variable. The X variable in this research is the Application of Grammar translation Method (GTM). The dependent variable is called the Y variable. The Y variable of the research is the students’ understanding in reading comprehension.

H. Assumption

The assumption of the research are based on Diane Larsen – Freeman (2000: 11). That is a complex relationship between Grammar Translation Method and understanding in reading comprehension. the application of Grammar Translation method decides someone’s reading skills and to understand the meaning of the sentence.

Larsen – Freeman (2000: 11) declare that: Grammar Translation Method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, trough the study of the grammar of the target language, students would



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become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language and better.

Based on the explanation above, it is clearly known that there is influence of the application of Grammar Translation Method on the students understanding in reading comprehension. Grammar Translation Method can the students more easy to the meaning the text, the grammatical rules and this method can make the students enjoyed and happy in learning process.

Finocchiaro and brumfit (1983: 153) Grammar translation method generally – translation was attacked partly because the grammar used was actually in appropriate to English and partly it was felt that too much emphasis on grammar led to learning about the language. However, while the basic patterns of the language mere often learned in a very formal way, together with list of words, the translation procedure was supposed to help students to use the languages successfully.

The explanation above makes the writer presume that the students' knowledge of grammar translation method can make developing their grammatical rules, and the students more easy to know about the meaning of the sentence. So, the students' can improve their reading comprehension skill. That is way the writer has opinion the grammar translation method is very important for students' to understanding in reading comprehension. in other words the writer believes that there is a influence of the application of grammar translation method on the students understanding in reading comprehension.



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I. The Frame of Thinking

English is very important for developing countries and instrument of knowledge, so we must master English language well. There are several reasons why we must learn how to read English. They are; if the graders can read the text with good pronunciation and understand well the meaning, they will get the new knowledge and if they master reading skill especially in English language, they can get their knowledge better, and they will be more clever in their lives and they will get new idea to make their lives more interesting.

There are many reasons why getting students to read english texts is an important part of the teacher's job. In the first place, many of them want to be able to read twxt in English either for their careers, for study easier for them must be a good idea. Reading is useful for other purpose too: any exposure to English (povided students understandd it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading text also provides good model for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we



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construct sentences, paragraphs and text, Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Method is important in teaching and learning activities because it affects the success or failure of a learning process. Therefore a teacher must know the several methods to apply the method which is suitable for a particular material, so that students can achieve learning targets and this condition can increase the students motivation to learn English. So writer tried to apply grammar translation method in learning teaching English process at *MTs Wathoniyah Gintung Lor*.

J. The Hypothesis of The Research

Research hypothesis : There is a positive and significant influence of the grammar translation method on the students understanding in reading comprehension

Alternate hypothesis : There is no a positive and significant influence of grammar translation method on the students understanding in reading comprehension



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