IMPROVING SPEAKING SKILL THROUGH GRAMMAR TRANSLATION METHOD AT SMAN 3 PARE PARE

Aco Nasir
University of Al Asyariah Mandar, West Sulawesi, Indonesia
Jl. Budi Utomo No. 2 Manding, Polman, Sulbar
Email:aconasir003@gmail.com

Abstract. The objectives of the research were to find out whether or not Communicative Grammar Translation Method can significantly enrich the students’ speaking skill. The research employed pre experimental method with one group pre-test and post-test design. The procedure of collecting data involved administrating pre-test before applying the method and posttest after applying the method. The population of the research was 90 students. The sample was taken by using Random sampling technique, were the researcher choose one class with one class consist of 15 students. The result of the research was the mean score of the students’ speaking ability before using a communicative Grammar Translation Method was 7.33 and classified are poor while after applying the method the mean score was 13.06 and classified are very good to find out the different between pre test and post test , the researched applying T-test. T-test value got 9.11492486 it was concluded with the t-table value were N=15 with the degree of freedom (df), 15-1= 14 were t-table (9.11492486> 2.131) stated that the data were very strong. Because t-test value is gather then t-table value it means the (H0) is rejected and (H1) accepted. Then the writer concludes that using a communicative Grammar translation Method able to improve students’ speakingability in SMAN 3 Parepare

Keywords: Speaking skill, Grammar, Translation

INTRODUCTION

English language is one international language which is taught widely at many countries in the world. There are many residents at various state use English language as communication device in various essential appointments on level international. The data shows about 6912 languages which is used in the world and English language most widely used in the world after Mandarin (ethnologue 2014). However, English is the only one, foreign language that must be taught on education ladder in Indonesia. There are some foreign languages which are taught in education ladder in Indonesia, such as Arabic, Mandarin, Japanese, and German but they are just additional lesson or just a second choice at school. It based on republic recommending regulation number 19 in 2005 about educational standard chapter 9 subsection 2.

As an international language it must be learned by all students at formal education institute such as at junior high school, senior high school moreover in university. English language is learned in two broad contexts in Indonesia, foreign language and second language acquisition. A foreign language is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in the society.

As a foreign language, English is taught at the all schools in Indonesia including SMA 3 Parepare. It offers the learners of a EFL (English as foreign language) varied and dynamic courses which focus on exploring both language productive skill and receptive skills as compulsory subjects. Speaking subject for instance, learners are not only taught how to speak clearly but also how to speak correctly. Researcher viewed the students at SMAN 3 Parepare learn English as a compulsory subject that must be obeyed by all students at the school, researcher did not find there were students who like, love, hobby, or
enthusiastic in studying English. it looks every English teaching learnt, always teacher forces the students getting to the class, the indication it, researcher didn’t know for sure but it maybe indicates of misappropriated method in teaching process. Here researcher tries to apply a new method in that school.

In this case, researcher is interested to decide this GTM method as a topic of my research because the Grammar Translation Method and the Communicative Approach have both played important roles in speaking skill. This method will try to overcome learners’ problem which is often boring to learn English. This method will modify both prominent methods (GTM and CLT) to be a vogue method. So, the learners are not bored easily in learning English. Researcher believes this method as an effective method in teaching speaking skill because there are many ways to make the students be enthusiastic in studying speaking skill such as the teaching process are taught full game, the students more active then a teacher.

Another advantages of Communicative Grammar Translation Method because the material which will be taught suits with students’ level or students’ need so the student twill not get difficulties in learning process. In implementing the communicative grammar translation previously teachers give the certain information of language knowledge by focusing on one particular grammar item then the teachers provide a text with list of new vocabularies of certain topic in the students’ native language to be translated into target language. The sentence structures in the text are primary focused on the application of the grammar rule that they have learnt. These are differences of this method (CGTM) compared to the other method.

Nowadays, in linguistics, people will never be satisfied by many methods which is known or in vogue. All learners, even linguists will always try to look for a new method in language teaching. It causes based on point of view that as many methods known is better in teaching process like studies conducted by Mantasia et al (2017), Qalbi et al (2017), Qudus & Yusri (2017), Romadloni et al (2018) and the other studies. In the some of this research, writer tries to modify an old method to be contemporary method or a new method in vogue. Writer is inspired by Kaharuddin’s books. In his work illustrate an integrated method between communicative language teaching (CLT) and grammar translation (GT) in teaching process communicatively and accurately. Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States (Richards & Rodgers, 2001: 4)

The grammar translation method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students’ general intellectual development (Bonilla Carvajal, 2013: 247).

**THEORETICAL FRAMEWORK**

Talking about communicative grammar translation method, It means that to understand more detail about communicative grammar translation method. It must be known of what communicative language teaching (CLT) and grammar translation (GT). Actually CLT was born from point of view that language is system of communication which is used by society in social interaction. Since 1970s was labeled as a new awareness of communicative approach which emerged as a reaction to traditional teaching approaches. It was considered as a result of the work of British applied linguists who called in to question the theoretical assumption underlying The British language teaching tradition “situalional language teaching (Kaharuddin, 2013: 19).
In theoretical based of communicative approach to second language teaching and testing. In CLT there are four components which showed they are:

1. Grammatical competence. This competence includes knowledge of phonology, orthography, vocabulary, word, formation, and sentence formation.
2. Sociolinguistic competence, it refers to an understanding of social context in which communicative purposes of the interaction.
3. Discourse competence, it concerning of the learner’s mastery of understanding and producing text in the modes of productive and receptive skills. It deals with cohesion and coherence in different types of texts
4. Strategic competence, it refers to the copying strategies that communicators employ to initiate, terminate, maintain, repair, and direct communication.

While grammar translation method is known as traditional way of foreign language teaching based on explicit instruction in the grammatical analysis of the target language and vice versa. This method focuses on instructing students in grammar, and provides vocabulary with direct translations to memorize. Nowadays most instructors of English widely acknowledge that is not an effective method anymore to be used in classrooms anymore. Since it is frequently regarded as the repetitive, overly academic, and terminally boring language classes most of students sat through in school. For short, it embodies six concepts:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Learning grammar rules deductively with long elaborate explanation.
3. Translating back and forth between the target language and the students’ native language.
4. Memorizing words which are taught in the form of lists.
5. Often the only drills are exercises in translating disconnected sentences from the target language in to the mother tongue.
6. Little or no attention is given to pronunciation (Kaharuddin, 2013: 6)

The six concepts of GTM above describe that language teaching is taught through mother tongue. The using of the target language doesn’t emphasize. The explanations in teaching process are done in the mother tongue. Next language is taught by giving grammar rule deductively. Then students are stimulated to translate back between target language and student’s native language. Then students are recommended to memorize vocabulary in the form of list. And forth the pronunciation teaching is no emphasized.

**SPEAKING SKILLS**

Speaking is to say something from feeling and mind expressed through the sequence of sound, word, and sentence, in this case vocabulary, grammar, pronunciation and fluency have a very deceive rule in forming the speaking skill. According to Kaharuddin, in his work that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse (Kaharuddin, 2013: 23). Speaking is known as oral skill that plays essential rule human interaction and communication when people commentate their ideas, mind and feeling to the others to deal so far with concept oral skill.

Harmer states that speaker have a great range of expressing possibilities at their command. A part from the actual words they use. They can vary their intonation and stress which help them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too. They can indicate interest or luck of it, for example and they can show whether they wish to be taken seriously (Jaremy, 1991)

Speaking is a productive skill which needs more practice and acquisition to obtain a sense a competence and mastery in language. This means all the mentioned activities together are essential in enhance the speaking skill. However, exposing
learners to free discussion and authentic use for the language could be of great value. While speaking ability is an activity to produce utterances in oral communication. This activity involving two or more people in whom participants are both hearers and speakers having reach to what they hear and make their contribution at high speech, so that each participant has an attention or set of intention that it was too.

Speaking is willing to be friendly towards somebody especially after an argument speak your mind express your onion openly and oral skill is what people say, how to say it and where the speaker and listener just keep listening and understanding in order to give responses (Oxford, 2003).

IMPLEMENTATION OF GRAMMAR TRANSLATION

In teaching English, teachers are not only required to be good at selecting the most appropriate method but also required to be effective in applying the best strategy in teaching English. The implementation of a method should have a strategy. Both a method and strategy are inseparable. Strategy is the way to decide an implementation of method used. A method in teaching process without strategy indicates fail teaching. It based on point of view that not all models suit to be applied in the same class. Teacher should be smart to see the students’ condition or situation.

To stimulate the students able to communicate in both productive and receptive skills, the tutors must be able to apply the best strategy of the two methods in the students learning levels. That’s way writer formulates a specific strategy that will be applied in teaching process. For short let’s take a look of the strategy will arise in implementation of CGTM as follow:

1. Learning Contract

In this case, before researcher is going to the main activity (teaching process) the first thing first, researcher will do an agreement to the students. This intends to overcome of the annoying students, naughty students, and lazy students. Then introduce the teacher’s authority to give a punishment to the students who do not obey the rules in teaching process.

2. Groups Division

Groups division aims to overcome the number of students in the class. It helps teacher to control class. There are 20 students for instance. The teacher will divide in to five groups to make the teaching process more be effective. Each group will be controlled to run teaching process.

Before disposing of group, it will be explained of grammar presentation generally. The first step, the students will be given certain information of language knowledge by focusing on one particular grammar item e.g pronouns. The next, the teacher will provide a text with a list of new vocabularies of a certain topic e.g introducing other people in the students’ native language to be translated in to target language. The sentence structures in the text are primarily focused on the application of the grammar rule. And then students have to write their translation.

The next step, the teachers initially provide the correct translation to show to the students and give an opportunity to the students to check whether they have correctly translated. Then student are free to ask for question related to the incorrect sentences they have. The teacher, then get the students to read the correct translation together by imitating their teacher.

The next step going to divide group to get student in to some groups and get students sit face to face in pairs. Then the students are going to communicate each other. In fact these strategies are based on grammar translation method framework (Kaharuddin, 2013:58).

3. Materials Determination

In determination of material that will be implemented bases on syllabus sample of the communicative grammar translation method. For elementary level or beginning level is selected to be exemplified in implanting the principles of CGTM since the students in the beginning level generally need to be equipped with language form
grammar and vocabulary to be able to improve their communication skill.

The syllabus that will be used is the syllabus which is adopted from language training program at American English School Makassar. And it had been used since 2000. There are 8 main lessons which is formulated in this syllabus but in this case researcher only takes and focuses on three main lessons and for detail see the table follow:

Table 1. Three Main Lessons

<table>
<thead>
<tr>
<th>No</th>
<th>Lesson</th>
<th>Grammar Rules</th>
<th>Topic for translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One</td>
<td>Personal pronouns</td>
<td>Visiting mary</td>
</tr>
<tr>
<td>2</td>
<td>Two</td>
<td>Simple present tense 1</td>
<td>Meeting a foreigner</td>
</tr>
<tr>
<td>3</td>
<td>Three</td>
<td>Simple present tense 2</td>
<td>Two boys and tramp</td>
</tr>
</tbody>
</table>

RESEARCH METHOD

In this research, the method was applied is pre-experimental method with one group pre-test and post-test design. In this experimental design, the effect selected teaching materials implementation was found out by comparing the result of the students’ achievement in pre-test and post-test (Jufri, 2007). There are two variables in this research are dependent variable and independent variable. The dependent variable is speaking and the independent variable is communicative grammar translation method.

Population is complete set of individual or subject having some common observable characteristics. In this research, the researcher took the Students of second class of SMA Negeri 3 Parepare as population of this research. In this case, the samples consisted of 15 students which were randomly selected from the pre-existing respondents of second year at SMAN 3 parepare.

Base on the population above, to get the valid data, the researcher used simple random sampling. The researcher took this technique because it will do randomly without paying attention on levels in the population. This technique is taken because the member of population is homogeneous. And it will do by choosing at the second year of SMA 3 parepare.

RESULT AND DISCUSSION

The findings of this research deal with the students’ score of pre-test and post-test, the frequency and rate percentage of students’ score, the mean score and standard deviation of pre-test and post-test, and hypothesis testing.

The finding if this research were collected through speaking test which was conducted through two terms, namely: Pre-test and Post-test.

Table 2. The Percentage of Pre-Test

<table>
<thead>
<tr>
<th>NO</th>
<th>Classification</th>
<th>Score Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>16-18</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Very Good</td>
<td>13-15</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>10-12</td>
<td>4</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>7-9</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>4-6</td>
<td>8</td>
<td>54%</td>
</tr>
<tr>
<td>6</td>
<td>Very Poor</td>
<td>1-3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, the writer concludes that the average of students’ speaking ability is poor. It means that the students have low ability in speaking.

Table 3. The Percentage of Post-test

<table>
<thead>
<tr>
<th>NO</th>
<th>Classification</th>
<th>Score Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>16-18</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>Very Good</td>
<td>13-15</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>10-12</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>7-9</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>4-6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Very Poor</td>
<td>1-3</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Based on the table 3 above the writer concludes that the average of the students’ speaking ability after giving treatment is very good by considering the percentage above.

Table 4. Paired Sample T-Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>T-test</th>
<th>T-table value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test – Post test</td>
<td>9.11492486</td>
<td>2.131</td>
</tr>
</tbody>
</table>

The data above shows that the value of t-test value is greater than t-table value indicates that there is significant difference between the result of the student pre-test and post – test.

CONCLUSION

Based on the findings, the writer concludes that through communicative Grammar Translation method in the classroom can improve the student’s achievement in English especially on their speaking skill. It can be seen from the t-test which shows that there is significant difference between the result of the students’ pre-test and post-test after having treatment by using Communicative Grammar translation method.

As a teacher should not only can speak English well but also as a teacher should has many methods in teaching English because without having a method of teaching it will be a boring teaching. It based on the result of this reseach by using Communicative Grammar Translation method most of students of SMAN 3 parepare are enthuisiantic, interresor fun during teaching process of speaking subject. For short a teacher will be better if a teacher uses a way communicative Grammar Translation method in teaching speaking skill.

REFERENCES


Tiro, Muhammad Arif, 2008. Dasar-Dasar Statistik, Makassar: Andira Publisher

Tiro, Muhammad Arif, 2009. Penelitian Skripsi, Tesis, dan Disertasi, Makassar: Andira Publisher

Tiro, Muhammad Arif, 2010. Analisis korelasi dan Regresi, Makassar: Andira Publisher

