DIRECT METHOD AND GRAMMAR TRANSLATION METHOD IN IMPROVING STUDENTS' READING COMPREHENSION

Debriani Daud
Universitas Sulawesi Barat
debrianidaud@unsulbar.ac.id

Sukmawati Yasim
Universitas Sulawesi Barat
sukmawatiyasin@unsulbar.ac.id

Ahmad Munawir
Universitas Sulawesi Barat
munawirahmad17@yahoo.com

ABSTRACT

The purpose of this research is to find out which method is more effective between the Direct Method and the Grammar Translation Method in improving the reading ability of the students at SMPS Berbudi Kopian. The approach used in this research is quantitative with a quasi-experimental design methodology. The samples are class VIII A students as the Grammar Translation Method class and class VIII B as the Direct Method class. Data were analyzed using the SPSS application. Based on the results of the analysis using SPSS in this study, it was shown that the two methods were slightly improved the students' reading comprehension at SMPS Berbudi Kopian especially in grade VIII. The results of this study also show that the Grammar Translation Method improves students' reading ability more than using the Direct Method. The results showed that the average post-test in the Direct Method class was 68 and the post-test average in the Grammar Translation Method class was 75. In the table (2-tailed) the independent t-test was more than 0.05 (0.128 > 0.05) it can be concluded that there is no significant difference between student achievement in reading comprehension taught using the Direct Method and Grammar Translation Method. So, the null hypothesis (H0) is accepted.

Keywords: Comparative study, Direct Method, Grammar Translation Method and Reading Comprehension

INTRODUCTION

In learning English, students have to master the four basic language skills. They are listening, speaking and writing. As we know, reading is one of some important aspects in learning English. The primary goal of reading is comprehension. Comprehension is the essence of reading. Reading instruction should be directed at helping students comprehend text. That is why the reading skill becomes very essential since it may give comprehensive information to the educated field (Megawati, 2017). In accordance with this explanation, then in this study, the researcher took an action for a solution that could help students improve their reading comprehension because reading skills are one of the important things for students in terms of getting information or knowledge.

According to Grabe William (1980) in (Megawati, 2017), Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is a type symbol, words from our mind to letter and reader can know also get information knowledge from the text itself. According to Jeremy Harmer (2010:99) in (Megawati, 2017), Reading is useful for language acquisition. It means that we can get more knowledge from the reading. By reading we can understand the target language. Students can improve their language with what they read from the texts, they can learn target language from reading comprehension.

There are many methods used in teaching English. In this study, the researcher used two different methods, the direct method and the grammar-translation method to find the effectiveness both of methods in teaching reading.

Direct Method is called a Natural Method, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words. In Sari (2017) the Direct Method technique is effective to develop the students' vocabulary in reading comprehension achievement towards their linguistic competence in the advanced, intermediate, and beginner level.

The Grammar Translation Method was first known in 1840 around Latin and Greek. Grammar Translation Method is not a new thing in language learning, which is a little slightly different. The name that has been used by the Language teacher for several years ago. The Grammar Translation Method is a method of blending between grammar and translation. In this method, students are expected to translate a sentence. The use of the grammar translation method should be accompanied by student activity in translating foreign language texts so that students are also able to maintain the foreign language text using its own language (Nifsian, 2012).

REVIEW OF LITERATURE

Linse (2005) states that "reading comprehension refers to reading for meaning, understanding, and entertainment". Moreover, another definition states that reading comprehension can also be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text (Abidin, 2010, p. 127). From some opinions from the above experts, the researcher concluded that reading comprehension is the activity or process done by the reader to gain an understanding of what they have read as aims to obtain information that readers need or to know and understand what is unknown and not understood.

Reading is a very important capability for students to improve their insights in particular English. The author rate that one way to improve the ability to read students is by knowing the purpose of reading. There are many read goals that are adopted by many experts. Reading is the

process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985), (Sari, 2017).

Accoarding to Mulyanto (1979) in Arif (2019) the direct method emphasizes the use of language target (language being studied) in language learning and is not allowed to use the mother tongue. The Direct Method is called a Natural Method, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher can use the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words. And in this study, the researchers used gestures by the researcher writing of the sentences on the board then read it and invite students to repeat what the researcher said.

METHOD

Research Design

This research was a quantitative research used a Quasi-Experimental design. According to Sugiyono (2010) in Quasi-Experimental Design there are two forms of time, namely Series Design and Nonequivalent Control Group Design. This research will use the model nonequivalent control group (Ma'sum, 2017). In quasi-experiment, sampling is not implemented random sampling or randomized sampling technique (Susilawati, 2011). This study was implemented at the SMPS Berbudi Kopian Mamasa Regency, in July 2021 in class VIII. This research focused on grade 8 students of SMPS Berbudi Kopian as an experiment class sampling technique using purposive sampling. Where in purposive sampling is a non-probability technique that is often used in determining sample criteria that correspond to research, the researcher only focused on 2 groups divided into 2 methods. The first group using the GTM (Grammar Translation Method) and the second group using the DM (Direct Method). This research used purposive sampling because the researcher determined a sample based on the recommendation of the teachers in accordance with certain considerations. Sanjaya (2011), the meaning of research instruments is a tool that can be used to collect data and research information. Basically, researching is the measurement, so it must use valid and good measuring instruments. To obtain the data, the researcher used the test as an instrument. Test as a research instrument, especially in the data collection of research is a series of questions used to measure the support, knowledge, intelligence, ability, and talent (DosenSosiologi.com, 2020). The test is given in the form of pre-test and post-test. A "pre-test" is a form of a question, which the teacher told the student before starting a lesson and to determine the initial ability of students before getting treatment, and "post-test" is a form of the question given after the lesson/material has been submitted. This study aims to determine the difference between initial ability (before getting treatment) and final ability or results after getting treatment.

Research Procedure

Pre-Test

Before being given treatment, both experimental groups and control groups were given tested (pre-test). A pre-test is a form of a question, which the teacher told the student before starting a lesson. The benefits of the pre-test are to know the initial ability of students on the lessons conveyed. By knowing the initial capabilities of these students, teachers are able to determine how to deliver the lesson to be in touch.

Treatment

After giving the pre-test, the researcher introduce and applied the strategy by giving treatment. In this treatment, the researcher introduces and explains about Direct Method and the Grammar Translation Method.

Post-test

And post-test is a form of the question given after the lesson/material has been submitted. in short, the post-test is the final value when the material that is taught that day has been given which one teacher gives the post-test with the intention of whether the student has understood and understanding the material that has recently been given that day, the benefits of the post of this test are to obtain an overview of the ability achieved after the end of the delivery of the lesson.

Data Analysis Technique

To know the significant difference between reading the students tught using both methods (Direct Method and the Grammar Translate Method), the SPSS calculation used. There are several steps to determine t-test by using SPSS. The steps of data analysis present below:

a. The data copied on data view in SPSS

b. The data from microsoft exel was adjusted on <Variable View> such as changing name, width, decimals, and column appropriate needed of the researcher.

c. The last, choose <Analyze> in toolbar after that choose <Compare Mean>, the last choose <Independent Sample t-test>.

FINDINGS AND DISCUSSUION

Finding

In collecting the data, this research conducted six meetings which consisted of pretest, treatment and post-test. There are two classes in this study, namely class VIII A as the experimental class and class VIII B as the control class. This research was conducted from 12 July until 12 August at the SMPS Berbudi Kopian. To know the significant difference between reading the students tught using both methods (Direct Method and the Grammar Translate Method), the SPSS calculation used.

Table 1. Categories Data Pre-Test of Direct Method

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61-75	1	6.7	6.7	6.7
	51-60	5	33.3	33.3	40.0
	26-50	8	53.3	53.3	93.3
	0-25	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Based on the table above, it can be seen that the percentage of the Direct Method class scores on the pre-test of 15 students, no students scored Excellent, no students scored Very Good, 1 or (6.7%) student scored Good, 5 or (33.3%) students score Fair, 8 or (53.3%) students score Poor and 1 or (6.7%) student score Very Poor.

Table 2. Categories Data Post-Test of Direct Method Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76-90	2	13.3	13.3	13.3
	61-75	8	53.3	53.3	66.7
	51-60	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

Based on the table above, it can be seen that the percentage of the Direct Method class scores on the post-test of 15 students, no students got an Excellent score, 2 or (13.3%) students got a Very Good scores, 8 or (53.3%) students got a Good scores, 5 or (33.3%) students got a Fair scores and no students got a Poor score.

Table 3. Categories Data Pre-Test of Grammar Translation Method Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61-75	1	6.7	6.7	6.7
	51-60	5	33.3	33.3	40.0
	26-50	7	46.7	46.7	86.7
	0-25	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

Based on the table above, it shows that the percentage of the Grammar Translate Method Class scores on the pre-test of 15 students, no students achieved Excellent scores, no students achieved Very Good scores, 1 or 6.7% students achieved Good scores, 5 or 33.3% students achieved Fair scores, 7 or 46.7% students achieved Poor scores and 2 or 13.3% students achieved Very Poor scores.

Table 4. Categories Data Post-Test of Grammar Translation Method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91-100	1	6.7	6.7	6.7
	76-90	5	33.3	33.3	40.0
	61-75	6	40.0	40.0	80.0
	51-60	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Based on the table above, it can be seen that the percentage of the Grammar Translation Method Class scores on the post-test of 15 students, 1 or 6.7% student got Excellent score, 5 or 33.3% students got Very Good scores, 6 or 40.0% students got Good scores and 3 or 20.0% students got Fair scores.

Table 5. Data of Normality Test

	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Scores	Pre-test grammar translation method	.256	15	.009	.879	15	.460
	Post-test grammar translation method	.132	15	.200[*]	.924	15	.221
	Pre-test direct method	.312	15	.000	.842	15	.130
	Post-test direct method	.242	15	.018	.799	15	.004

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the test of Normality in the Shapiro-Wilk column, from the table it can be seen that the significant value for the pre-test Grammar Translation Method class was 0.460 > 0.05 and for the pre-test the Direct Method class was 0.130 > 0.05. Then it can be concluded that the data in the Grammar Translation Method class pre-test and pre-test Direct Method were normally distributed.

Test of Normality in the Shapiro-Wilk column, from the table it can be seen that significant value for the post-test Grammar Translation Method class was 0.221 > 0.05 and for the post-test the Direct Method class was 0.004 < 0.05. then it can be concluded that the data in the Grammar Translation Method class were normally distributed, while the data in the Direct Method class were abnormally distributed.

The researcher used a one-sample Kolmogrov-Smirnov test to get the post-test normally distributed of the direct method class

Table 6. Test Normality Post-Test of Direct Method class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.11733449
Most Extreme Differences	Absolute	.087
	Positive	.087
	Negative	-.075
Test Statistic		.087
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above which shown that a sig -2 tailed was 0.200. The post-test control class could be written which was 0.200 > 0.05 the data was normally distributed.

Table 7. Data of test Homogeneity

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.051	1	28	.314
	Based on Median	1.360	1	28	.253
	Based on Median and with adjusted df	1.360	1	25.957	.254
	Based on trimmed mean	1.164	1	28	.290

The table test of homogeneity by using SPSS showed that the significant value is 0.314 > 0.05 it can be concluded that the data distribution of pre-test is homogeneity, and the post-test significant value is 0.290 > 0.05 it can be concluded that data distribution is homogeneity.

Table 8. Data of Independent Sample T-Test

		T-test for Equality of Means		
F	Sig.	t	df	Sig. (2tailed
1.051	314	1.569	28	.128
		1.569	27.227	.128

Based on the table above, the result of the T-test independent sample test which was analyzed using SPSS both pre-test and post-test showed that Sig. (2-tailed = 0.128) > 0.05, so the T-test value is greater than Sig. value of 0.05, it can be concluded that the Alternative Hypothesis (H1) is rejected and the Null Hypothesis (H0) is accepted. The two samples are from the same grade and there is not significant difference between the two groups. This result implies that the Direct Method and the Grammar Translation Method were no significantly different in terms of their achievement after treatment.

From the calculation and explanation, it can be concluded that there is no significant difference on the students' achievement in reading comprehension thought by using the Direct Method and the Grammar Translate Method.

Discussion

After the research process was carried out it produced several findings stating that based on the result of the analysis of calculations as described, it can be stated that the mean score reading comprehension achievement of students VIII A (experimental class) before treatment in this case pre-test was 43.33 and the mean score reading comprehension achievement of students VIII B (control class) before the treatment through a pre-test was 42.67 it could be concluded that two classes were in the poor category.

After being given treatment by using the method the mean score of students' achievement in reading comprehension for post-test obtained by students of class VIII A was 75.00 and class VIII B which was also given treatment the mean score students' achievement in reading comprehension for post-test was 68.67. It could be concluded that the mean score of class VIII A was in a good category and the mean score of class VIII B was in a good category.

The result of inferential analysis used the normality test and homogeneity test. Normality test was one of the roles before doing the independent t-test. The normality test was to find out the two groups of data were normally distributed. Based on the results of the analysis of the calculations that have been described by using Shapiro-Wilk but the result of the control class was sig. 0.460 > 0.05 and experimental class was sig. 0.130 > 0.05 Then it can be concluded that the data in the Grammar Translation Method class pre-test and pre-test Direct Method were normally distributed. While in the normality test for the experimental class for post-test could be written which was 0.221 > 0.05

then the data was normally distributed and in the normality test the control class for post-test can be written which was 0.004 < 0.05 the data was abnormal. So, the researcher used a non-parametric test to normality test with used method of one Kolmogorov-Smirnov test, which shown that a sig -2 tailed was 0.200. The post-test control class could be written which was 0.200 > 0.05 the data was normally distributed.

The second test after the normality test was the homogeneity test. The homogeneity test was to found out the two groups of data have the same variance. According to an analysis by used SPSS, the results of the two class for pre-test control and the experimental class was 0.314 > 0.05, then H0 was accepted. It means the variance of the two populations was homogeneous before being given treatment. Then, the results of data analysis for the post-test control and experimental class was 0.290 > 0.05, which means that H0 is accepted and H1 is rejected or the variance of each sample is the same (homogeneous). This showed that the score data of reading comprehension abilities were seen from the study results of students for both classes originating from a homogeneous population.

In this study after doing the normality test and homogeneity test, the next stage was used N-Gain or Normalized Gain aims to determine the score distance of the use of a method or treatment in research or in other words to calculate the distance between the value of pretest and post-test because in this study according to the research question to find out whether is there any significant difference between used two methods. Based on the results of data analysis, the results of the experimental class (GTM) mean was 75.00 and the control class (DM) mean was 68.67. The results of the gain score state that the mean gain of the experimental class score was greater than the gain of the control class score, so it can be concluded that the used both media there was a different distance. According to (Hermita & MM, 2009) teaching reading using the Grammar Translation method is more effective than using the Direct Method.

To strengthen the evidence that there were differences and answer the hypothesis in this study, the analysis was carried out using the independent t-test. The analysis was carried out on the pre-test and post-test scores of the experimental class and then compared with the pre-test and post-test scores of the control class and also to saw the answered of hypothesis briefly we could saw it in the 2-tailes, according to the applicable law if the sig-2 tailed is smaller than < 0.05 then the alternative hypothesis is accepted or there is no significant but if more than > 0.05 then the null hypothesis is accepted or there is no significant. After seeing the results of the independent t-test data in this study 2-tailed was 0.128, it means 0.128 > 0.05 so it could be concluded that the null hypothesis was accepted and the alternative hypothesis was rejected or there is no significant difference between the used of grammar translation method and the direct method in improving students' reading comprehension but by used both methods gave the change or progress appropriate to both post-test result of the class that achieves the scores of good, but this research did not find the significant both the method. According to Alek (2014), each teaching method has its own advantages and disadvantages. A

method is said to have more value and is meaningful, when it is suitable and acceptable to the majority of the study group or class. However, this is not only to the level of being suitable or acceptable, but must be effective, namely through this method, the planned learning and teaching objectives can be achieved optimally.

CONCLUSION

The use of the Direct Method and Grammar Translation Method is slightly improved for use in teaching reading comprehension on VIII A SMPS Berbudi Kopian. For the Direct Method is in a good category and the mean was 68, and for the Grammar Translation Method is in a good category and the mean was 75. The result of the research is that the using Grammar Translation Method is more effective than the Direct Method in improving students' reading comprehension at SMPS Berbudi Kopian even though there is no significant difference on the students' achievement reading comprehension by using the Direct Method and the Grammar Translation Method but both the methods were slightly improved the students' achievement reading comprehension.

Based on the conclusion that has been stated above, the researcher would like to give some suggestions for English teacher, the English teacher must be creative in learning methods so that the learning process is fun and students do not get bored so that students understand the lessons given, especially in learning reading that is being taught more easily but the teacher also must pay attention to the time management. For students, in the learning process, students must be active, not afraid or lazy, but students must study diligently in order to reduce difficulties in learning English especially in reading comprehension. The other researchers should develop a learning process using learning methods so that students are interested so that it is easy to understand the material.

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