

**THE EFFECT OF APPLYING GRAMMAR TRANSLATION METHOD
ON STUDENTS' ACHIEVEMENT IN WRITING**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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UMSU

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

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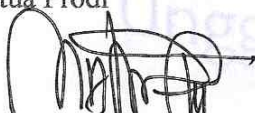
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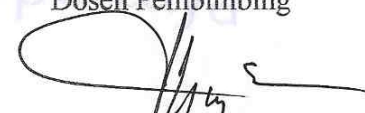
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SURAT PERNYATAAN

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Dengan ini saya menyatakan bahwa :

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ABSTRACT

Siregar, Helvyana Khairiasita 1502050151. “ The Effect Of Applying Grammar Translation Method on Students’ Achievement in Writing”. Skripsi : English Education Program, Faculty of Teachers’ Training and Education, University Muhammadiyah Sumatera Utara, medan 2019.

The objective of this research was to investigate out the significant effect of applying grammar translation method on the students’ achievement in writing. The research was conducted at SMP Muhammadiyah 47 Sunggal in academic year 2019/2020. The population of this study was students at eight grade in junior high school (VIII-1, VIII-2, VIII-3). The total sample was 42 students consist of 21 of VIII-1 and 21 of VIII-2. This research used experimental study with two different groups, the first is experimental group which has taught by using grammar translation method that consist of 21 students and the second is control group was taught without using grammar translation method that consist of 21 students. The instrument used in this study was the written test. Technique for collecting data was experimental quantitative. The data is $t\text{-test} > t\text{-table}$ or $12.92 > 2.021$. The percentage of the effect of x variable and y variable or the effect of using grammar translation method on the students’ achievement in writing was 75% and 25% was influenced by other factor. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. From this research, it was found that applying grammar translation method could cause a positive effect on students studying written simple paragraph. After analyzing the result of the students achievement using grammar translation gave significant effect on the students’ achievement in writing.

Keywords : *students’ achievement, writing, grammar translation method*

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The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

In resolving this study with the title “ The Effect Of Applying Grammar Translation Method on Students’ Achievement in Writing ”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. Third, the researcher would like to thank to her beloved father Badukang Siregar and her mother Nur Asiah who has given support both in material and spiritual to complete her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got many contribution and guidance from various parties. Therefore, the researcher would like to thank a lot of to :

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2. Dr. Elfrianto Nasution, S.Pd., M.Pd, as the Dean of Faculty of Teacher Training and Education.
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7. Her beloved old brother Ahmad Nur Syahputra Siregar and her beloved young brother Delvi Sutan Siregar and her big family who has given the researcher pray, support, suggestion, inspiration, spirits, and motivations her study at FKIP UMSU. Thanks for everything.
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9. All of friends in team Magang and KKN who cared and supported each other in finishing this research. Thanks for moments.
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Finally, The researcher realizes that study is still far from being perfect. So, there researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan, September 2019

The Reseacher

Helvyana Khairiasita Siregar
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CURRICULUM VITAE

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Medan, September 2019

Helvyana Khairiasita Siregar

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is an activity for producing and expressing researchers' ideas. Writing skill is a researchers' activity to transfer their ideas through word, sentences, paragraph and text. Many students even find trouble write the word, sentence, paragraph and text; it caused by many problems, such as they do not know the grammatical of the correct writing, lack of vocabulary, unable to construct sentences and unable to develop the idea.

In teaching process, especially in teaching writing, the students should be able to write the correct sentences grammatically. Grammar is one of skills that must be mastered by the students. Grammar is an important role in learning English due to its necessary to master through good communication orally or written. The written productive language skill is called writing. It is the skill of a researcher to communicate information readers.

Writing skills will be found as the most difficult process in language to the students because in writing, they have to organize their thoughts and then write something decent, think of what they are saying, and also look at the use of words and grammatical structures. The ability to write in foreign language is very important. It indicates that writing ability is one of the requirements to succeed not only in academic life but also in occupation, since most information and reference are written in English. This condition turns out to be one of the major concern in

developing English teaching in Indonesia. Based on the researcher's experienced of observation in SMP Muhammadiyah 47 Sunggal and teacher explanation about weakness of the students in writing. It has found the students of that school had some difficulties in writing an English paragraph. Some difficulties that has found on students in writing is the use of language aspect or ability in written likes punctuation, spelling, grammatical, and vocabulary. In the fact, at SMP Muhammadiyah 47 Sunggal has found most of students in eighth grade got low writing resulted that their mean score is 68, beside KKM is 7.5

To solve students' problem in writing, the researcher offers Grammar Translation Method (GTM). Grammar translation method (GTM) is a study for grammar. It is make grammar clearer and simple to study. It is the quickest way to learn a foreign language through understanding grammar. Additionally, it is an approach which explanation about the language. It is way of teaching of grammar rules, learning to put grammatical labels on words and learning to apply the rules by translation sentences.

However, if students understand about the kind of text (genre), it will be easier for them to write correctly. It has also found that students have a difficulty in writing because they cannot make a text that they will write about. Facing this situation, the researcher was helped the students how to write well by using Grammar Translation Method because this writing method was given some guidance for the students to write well.

Based on the reason above, the researcher tented to choose the tittle “ **The Effect of Applying Grammar Translation Method (GTM) on Students’ Achievement in Writing**”.

B. The Identification of the Problems

The problems of this research can be identified as follows:

1. The students face difficulties to write especially the grammatical of the correct writing.
2. The students do not know how to express their ideas in writing.
3. The students have no many vocabulary.

C. The Scope and Limitation

The scope of the reseach is in writing and researcher limits on simple writtenby using Grammar Translation Methodat SMP Muhammadiyah 47 Sunggal..

D. The Formulation of Problems

The problem of this research was formulated as the following:

Is there any significant effect of Applying Grammar Translation Method on the students’ achievement in writing?

E. The Objective of Study

The objectives of this research are follows:

To investigate the significant effect of applying Grammar Translation Method on Students' Achievement in Writing.

F. The Significance of Study

Finding of this study are expected to give both theoretical and practical advantages as the following:

1. Theoretically

The significances of this study for English teacher are to understand the way of the teacher in teaching writing by using Grammar Translation Method and it will give contribution to successful teaching learning English especially in Junior High School and for the researcher.

2. Practically

It will be useful for :

1. Teachers : to motivate the teachers to teach better and better in order to find learning method to improve the students' achievement in writing.
2. Students : to motivate them to study writing well especially in writing recount text and to improve students' knowledge in writing.
3. Other researchers can use the result of this study to be references in writing skill.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Frameworks

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perception on the concept of this study.

1. Description of Writing

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas and judge mental elements.

There are some meanings of writing. Many experts have proposed the definition and explanation of writing. Writing is in the sense of the verb 'write'. Brown (2001:336) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Writing is a process repeated, namely process of revising and rewriting. Bonn Byrne (2004:04) writing is the whole of the relevant activity and we create the context as we write. According to Peter Elbow (in Brown 1973: 14-16) Writing is a two-step process. First you figure out your meaning, then you put it into language. Figure out what you want to say: don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.

1.1 The Purpose of Writing

Purpose is the reason why we write, and we write for many different purposes. There are many ways to achieve your writing purpose: choose a form, choose the correct language, choose the style, organization, and kinds of evidence. Focusing on writing purpose will give students a rhetorical sense to their writing. This will also help students be aware of the audience for which they are writing.

There are many purposes to writing. The most popular are to inform, to entertain, to explain, or to persuade. However, there are many more including to express feelings, explore an idea, evaluate, mediate, problem solve, or argue for or against an idea.

a. To inform

Communicate ideas and information to others. Example Journalistic writing, lab reports, research, economic reports, business reports.

b. To entertain

Use language in a humorous way and is usually combined with explaining, informing or arguing. Example : Brief joke, newspaper column, television or podcast script, Internet home page tidbit.

c. To explain

Gather facts and combine with experience to clarify who or what something is, how it happened or why something happened. Also called expository writing. Example : Definition essay, process piece, cause-effect explanations.

d. To persuade

Use appeals of logic, emotion and characters to prove a point. May not be fairly presented. Example : Advertisement, debate.

e. To argue

Special kind of persuasion that fairly and accurately appeals to logic, emotion, and character and uses evidence in stating point of view. Example : Problem – solution research.

f. To evaluate

Specific kind of argument, that argues for the merits of a subject and presents evidence for support. Example : Book, movie, restaurant or music review.

g. To express

Thoughts and feelings of author on a specific topic. Often informal. Example : Journal or diary entry, letters, poetry, personal narrative.

1.2 Writing Process

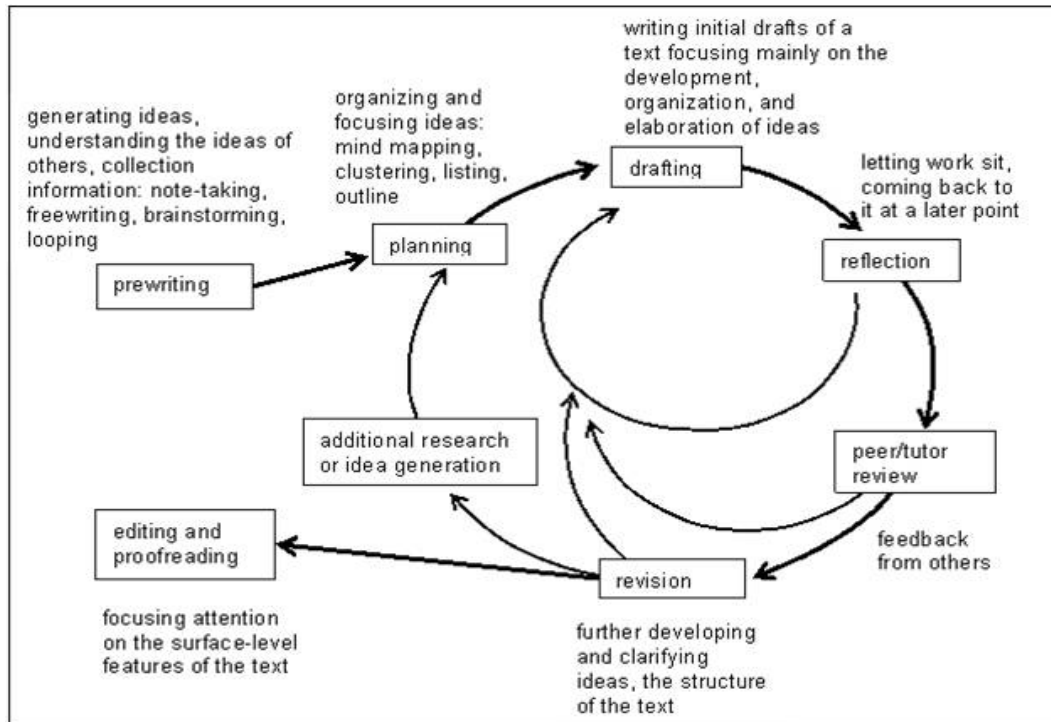
A process is a series of actions that are followed to some desired end result. In order for the result to be successful, all steps must be followed. the writing process is more than a set of steps to follow in the right order. Some have broken down the act of writing into steps and tried to suggest a sequence to follow, but the act of writing doesn't follow a straight line. For instance, you may come to your real thesis as you write your conclusion (causing you to backtrack almost to the beginning in the writing process sequence). **Writing is recursive**; it doubles back upon itself and leaps ahead. If you correct a spelling

error as you write your first draft, you have done a proofreading act (a later stage) while you are drafting (an early to middle stage). There are generally five recognized stages in the writing process:

1. Prewriting – in this stage, you plan what you are going to write. You choose your topic, identify your audience and purpose, brainstorm ideas, and organize your information.
2. Drafting – in this stage, you start with a working thesis and then write your ideas in sentences and paragraphs. You follow your prewriting plan to create a first draft of your essay.
3. Revising – This stage involves making changes that will improve your writing. You focus on large-scale elements of the essay, such as, overall organization or logical flow of support, effective thesis statement, interesting introduction and concluding paragraphs, well-developed body paragraphs with clear topic sentences, appropriate tone and style for intended audience and purpose, etc.
4. Editing and Proofreading – this is the stage of your essay where you polish your essay. You focus on smaller-scale yet important essay elements, such as, clarity in sentence structure, appropriate word choice, correct spelling and grammar, and accurate document format.
5. Publishing – in this final stage, you choose a way to present your work to an audience (often this is indicated by your instructor).

As already stated, these steps do NOT need to be completed in this exact order; frequently, in the writing process, you go back and forth between the

different stages. A true visual representation of this process may be more circular than linear. It may look something like this example:



1.3 Types of Writing

There are four types of writing :

a. Expository

Expository writing's main purpose is to explain. It is a subject-oriented writing style. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. Usually explains something in a process, often equipped with facts and figures, usually in a logical order and sequence. Example : Textbook, articles, Recipes.

b. Descriptive

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. It is often poetic in nature, describes places, people, events, situations, or locations in a highly-detailed manner. The author visualizes what he or she sees, hears, tastes, smells, and feels. Example : Poetry, journal or diary writing, nature writing, descriptive passages in fiction and etc.

c. Persuasive

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces. Persuasive writing is equipped with reasons, arguments, and justifications. In persuasive writing, the author takes a stand and asks you to agree with his or her point of view. It often asks for readers to do something about the situation (this is called a call-to-action). Example : Opinion and editorial newspaper pieces, advertisements, letter of recommendation, letter of complaint, cover letters, reviews (of books, music, movie, restaurants, etc.).

d. Narrative

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: A person tells a story or event, Has characters and dialogue, has definite and logical beginnings, intervals, and endings, often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions. Example : Novels, short stories, novellas, poetry, autobiographies or biographies, anecdotes, oral histories.

2. Description of Grammar Translation Method

The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At once time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek (Chastain:1988) in Diane Larsen:2008:8) Earlier in this century, this method was used for the purpose of helping students read, write 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 better. Finally, it was thought that foreign language learning would help students 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.

Grammar Translation Method is a way of teaching of grammar rules, learning to put grammatical labels on words, and learning to apply the rules by translation sentences. Next, according to Nunan that the method which used dominantly in the last century was the grammar translation method. This method focuses on the grammatical rules as the basis for translating from the second to the native language. Moreover, Henry Guntur Tarigan stated Grammar Translation Method the result of the thought of the Professor, which the purpose is to know everything about something rather than the thing itself. From the four quotations above, the writer concludes that the grammar translation method is a study of grammar; it is to make grammar clearer and simple to study. However, there is no hard and fast rule of what is the best method or strategy. It would be best if the teacher will use different ways and find out what is suited to his/her students by conducting an action research.

2.1 Characteristics of Grammar Translation Method

According to Prator and Murcia list the major characteristics of the Grammar Translation Method as follows:

1. Classes are taught in the mother tongue, with a little active use of the target language.
2. Vocabularies are taught in the form of list of isolated words.
3. Long explanations of the intricacies of grammar are given.

4. Grammar provides the rule for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts begins.
6. Little attention is paid to the content of the texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.
9. The focus is on accuracy, and not fluency.

2.2 Benefits of the Grammar Translation Method

Grammar Translation Method is a method which is purpose is that the learners of the target language are able to read and write the written literature of the target language. Teaching the students by using this method offers advantages for the teacher and the learners. World's most thoroughly researched approach in second language acquisition. Here are the benefits of teaching English by using the Grammar Translation Method according to Bambang Setiyadi (2006: 43-44): (1) successful with children and adult learning any language; and (2) students' mastery of English grammar.

3. Description of Applying

Experimental learning that supports students' in applying their knowledge and conceptual understanding to real-world problem or situation where the instructor direct and facilitates learning. Wardinger & Carlson (2010), the classroom, laboratory, or studio can serve as a setting for experimental learning

through embedded activities such as case and problem-based studies, guided inquiry, simulation, experiments, or art projects.

4. Applying Grammar Translation Method in Writing

Writing is one of the four skills besides speaking, listening, and reading, which are given emphasis in second language learning and it is put in this curriculum. In writing, students can express their idea or convey feeling or a piece of information fluently and accurately of a nature through language. Writing skill becomes an important part in communication. Good writing skills allow students to communicate their ideas and messages with clarification of case to the readers with good grammatical. Writing force the students to think better so can become more capable in structuring the text they write, Learning writing becomes one of the most important experiences for the students in school. If the students do not learn how to write with good grammatical at young age, they would find difficulties to write in well grammatical in older age.

Writing was difficult assignment for students to express themselves. Most of the students could not be able to create a good paragraph by using their own words in writing, so the students tended to cheat words from another published author and claimed it as their own. In order to be able in writing, the students need to understand their thoughts. However, students faced difficulties in restating their ideas. They got confusion about how to understand the passages and how to rewrite it. The students are not interested in the writing class activity that led them to the boredom and laziness. In this case, they need to be attracted to the class activity by using effective strategy that can make them to be more focus. Writing

a careful grammar that is structuring and identifying the grammatical of the text. It can improving their level of understanding.

5. Description of Effect

Effect in this research means as any ability improvement after learning something . The effect is language teaching strategy to Richard and Plat (1992: 133) said, “ effect is defind to changes of ability that students have after being treated by using certain technique of teaching”. It is usually in experimental method in which an idea or hypothesis is teasted or viewed by setting up situation in which the relationship between different subject or variabel can be determind. According to Wikipedia, effect is result or change of something. Oxford Advanced learner’s Dictionary, effect is a change which is a result or consequence of an action or other cause .

6. Description of Students’ Achievement

The word “achievement” derives from a verb ”achieve” which means: (1) The act of accomplishing or finishing, (2) Something accomplished successfully, especially by means of skill, practice or perseverance, (3) Gain the something, taken from The American Heritage Dictionary of the English Language by Houghton Mifflin.

Based on the explanation above, students’achievement is a thing done successfully by the students especially to their effort and skill. Teacher gets the achievement of the students based on cognition, affection, and psychomotor. In this study, writing concerns with the effective aspect. The achievement on writing

is based on the affective skill of the students, using their responds to create or write something decent.

B. Conceptual Framework

Writing is the important skill in English. By mastering writing, the students will be able to communicate and convey the excluded ideas. In the teaching writing, there are some strategies that can be used to increase students achievement in writing. Grammar Translation Method emphasize on creating simple writing through writing process. From the methods above, Grammar Translation in writing is the most effective method to be applied to improve students' achievement in writing. By using it, students will not be left alone in creating their writing, but instead they will be guided and monitored from first until last step. It fulfills students' need in achieving their writing goals and through teaching sequence it will improve their writing and independence, especially in writing.

C. Relevant Studies

There are some previous studies that related with the title of this research, namely:

1. The first research has been written by Rayendriani Fahmei Lubis about "*The Comparartive Study of Grammar Translation Method (GTM), Task Based Language Teaching (TBLT) and Contextual Learning Teaching (CLT) in Writing Sentences at SMP Swasta Nurul Ilmi*. Based on the accounting result of

the research, so the hypothesis that Grammar Translation Method (GTM), Task Based Language (TBLT), and Contextual Learning Teaching (CTL) have significant difference in writing sentence was could be accepted. She concluded that Gramar Translation Method (GTM) is effective to be used in teaching writing.

2. The second related to the study that has been written by Ishraq M. Aqel (2013) about “ *The Effect of Using Grammar Translation Method on Acquiring English as A Foreign Language*”. The finding of this research indicated that there is a positif effect of using Grammar Translation Method on English as a foreign language acquisition by female students. He concluded that female students who were taught by using Grammar Translation Method progressed notably in grammar in which they achieved greater self-confidence.
3. The third related to the study that has been written by Catharina Elmayantie (2015) about “ *The Use of Grammar Translation Method in Teaching English*”. The result show nine major pattents of GTM applied: (1) The classes were taught mainly in mother tongue, (2) the vocabulary was taught in the form of lists of isolated words, (3) the grammar provided the rules for putting words together, (4) it focussed on the form and inflection of words, (5) the reading difficult classical texts were begun early, (6) it was little attention to the content of the texts, (7) the drills were exercises in translating, (8) it was little attention to pronunciation, and (9) it focused on accuary. Meanwhile, the reasons of the teachers used the mothod are : (1) it is suitable for students, (2) it

helps the students comprehend the text, (3) it improves the vocabulary , and (4) by using this method teaching-learning activities work well.

4. The fourth based on the previous studies above, the researcher has found the research that related to the research that did by the previous researcher, such as in terms teaching using method that have explained above. This research will be different with their discussion. It means that the research can be done entitled “ The Effect of Applying Grammar Translation method (GTM) on Students’ Achievement in Writing”.

D. Hypothesis

1. If alternative hypothesis (H_a) would accept and hypothesis nol (H_o) would not accept, there is a significant effect of using Grammar Translation Method.
2. If hypothesis nol (H_o) would accept and alternative hypothesis (H_a) would not accept, there is no a significant effect of using Grammar Translation Method.

H_a : There is a significant effect of using Grammar Translation Method on the students’ achievement in writing.

H_o : There is no a significant effect of using Grammar Translation Method on the students’ achievement in writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMP Muhammadiyah 47 Sunggal, which located on Jl. Sei Mencirim 60 Sunggal. The reason for choosing this school because based on the previous researcher observation, the researcher found that the students had some problems in writing especially in well grammatical . The reseacher helped them by applying Grammar Translation Method.

B. Population and Sample

The population of this research was conducted from VIII grade students SMP Muhammadiyah 47 Sunggal of the academic year 2019/2020 . There were three classes in that school (VIII-1, VIII-2, VIII-3) who consist of 63 students so the total of population in this research were 63 students.

The researcher applied simple random sampling because it will be given same opportunity for every population to choose as component of sample. There were three classes that choose as population and the reseacrher was done simple random sampling to all the classes of population to choose the sample. The result of simple random sampling activity was VIII-1 as control class and VIII-2 as experiment class. In general, sample is a half of population that has taken by the researcher (Suryani and Hendryadi 2015:202). So the researcher took two classes of population to be sample.

Based on explanation above, the researcher selected VIII-1 and VIII-2 as the sample of this research, which VIII-1 as control class and VIII-2 as experimental class who consisted of 42 students. The experimental class consisted of 21 students and the control class consisted of 21 students too, as shown below :

Table 3.1

Population and Sample of Research

NO.	Class	Population	Sample
1.	VIII T-1	21	21
2.	VIII T-2	21	21
3.	VIII T-3	21	-
Total		63	42

C. Research Design

The experimental quantitative research applied in this research. The experimental quantitative is study with two different groups, experimental class that consisted of 21 students and control class consisted of 21 students too. The experimental class was taught by applying Grammar Translation Method. While, the control class was taught without any treatment. The design was applied in order to investigate the effect of applying Grammar Translation Method on students' achievement in writing. The explanation can be seen in Table 3.2.

Table 3.2
Research Design

Class	Pre test	Treatment	Post test
VIII-1 Experimental group (x)	ü	ü	ü
VIII-2 Control group (y)	ü	-	ü

There are three steps in this research, they are :

1. Pre-Test

Pre-test was given to both group; experimental group and control group before the treatment. Pre-test was applied to find out quality and homogeneity of the sample. Pre-test is given to both classes.

2. Treatment

The teartment was conducted after pre-test. In the experimental group, the student was taught by applying Grammar Translation Method while the control group was taught without any treatment. Both experimental and control group was taught with the same materials.

The followings were the learning activities during the treatment for the experimental group :

Table 3.3. The procedures of treatment in experimental class

Activities	Teacher	Students
Pre-teaching	Greeting	Greeting answer
Main Activity	The teacher explained to the students of the important things that included in writing such as vocabulary, structures of sentences, grammar and etc.	The students gave attention and responses and they made a note.
	The teacher explained about Grammar Translation Method and taught the students how applied this method in Writing	The students listened to teachers' explanation .
	The teachers showed a simple paragraph to the students and then structuring every sentence of that paragraph, made students know and aware what the grammar (tense and structure) that used.	The students listened to teachers' explanation. If any parts that students could not understand, they asked the teacher.
	Gave explanation about three basic tenses that used in writing such as Present Tense, Past Tense and Future Tense. And gave some examples.	The students must be noted it.
	The teacher gave example of simple paragraph in printed paper to every students. Then, asked students to try identifying what the grammar and structure that used in that paragraph. If the students had not understand what the	The students was done what the teacher ask them

	meaning of that paragraph, students could open their dictionary or asked teacher what the meaning it.	
	The teacher invited a student to write down on white board what grammar and structure of every sentences were used in that paragraph.	The students followed the teachers' direction.
	The teacher checked the answers along the students. And gave correction to the wrong answers	The students gave their response.
	After the students understood about it, the teacher asked the students to make simple paragraph about their, journey, experience and etc. With good grammatical as well as they have understood before.	The students followed the teachers' direction. The students asked the teacher if they are confused.
	After finished that, the teacher asked students to exchange their results of writing with their friends. And checked it together.	The students followed the teachers' direction.
Closing	The teacher asked students to do the reflections about what they have learned before and making conclusion.	The students recalled new information and knowledge from the method.

3. Post-test

The post-test was used after giving treatment to the students. The test was same with the pre-test before. In this post-test, the researcher

wanted to investigate the improvement of the students after giving treatment.

D. The Instrument of Research

To obtain the data, the researcher used written tests. The intention of pre-test was to know how far the ability of writing of the students before using Grammar Translation Method and the intention of post-test was to know the effect on students' achievement in writing after treating Grammar Translation Method. The test was constructed based on the course outline of the VIII grade in curriculum. The researcher also observed course book that used by the teacher as a reference

Score of the Test

To know students ability in writing there was some scoring the test. Hughes (2003:104) states that "there was five scoring components scales namely: content, organization, vocabulary, language use, and mechanism". The specific criteria are described in detail by the following stages:

1. Content

The sentences of the content depended on the students' capability to write their ideas information in the form of logical sentences.

Table 3.4
Content

30-27	Excellent to very good Students with some knowledge and subject adequate or rangelimited development. Mostly relevant to topic sentences but lackthe details.
-------	--

22-26	Good to average For the students with some knowledge of the subject, edequateranges limited out, but lack details.
21-17	Fair to average For the students with their knowledge of the subject, littlesubstance in edequate development of subject
16-13	Very poor When the students do not know knowledge of the subject nonsubstantive, not pertinent to evaluate.

2. Organization

The Organization refers to the students' ability to write ideas of information in good logical, topic supporting sentences will be clearly state. The criteria as follows:

**Table 3.5
Organization**

20-18	Excellent to very good Where the students is ready to provide fluent expression, ideasclearly stated. Sentences are organized logical sequence cohesive
17-14	Good to average Somewhat rought – loosely organized but the main ideas stand out.
13-10	Fair to poor Non fluent ideas confuse or disconnect, lack the logical acquentlynnot development.
9-7	Very poor Does not communicative an organization or not enough or evaluate.

3. Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct

vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register. The criteria as follows:

Table 3.6
Vocabulary

20 – 18	Excellent to very good Sophistical range-effectives word forms, etc,
17-14	Good to average Adequate range – accossional errors of word form, choice, usagethat meaning not obscured.
13-10	Fair to poor Limited range – frequent errors of word form, choice, usagemeaning confused of obscured.
9-7	Very poor Lack of essential translation, title knowledge of english vocabularyword form or not enough to evaluation.

4. Language use

Language use reffered to someone capability in writing, simple complex or composed sentences correctly and logically. It also reffer to the ability in using agreement in sentences and some other words such as a nouns, adjective, verbs and the time signal.

Table 3.7
Language Use

25-22	Excellent to very good Effective complex construction, few errors of agreement, tense,number, word, function, articles, pronouns, preposition.
21-18	Good to average Effective but simple construction – minor problems in

	complex construction – several errors of agreement, tense, number, word function, articles, pronouns, preposition, but meaning seldom obscured
17-11	Fair to poor Major problem in simple/complex constructions – frequent error negative, agreement, tense, number, word function, articles, pronoun, preposition, and fragments non – on, deletions – meaning confused or obscured.
10-5	Very poor Virtually no mastery of sentence construction rules – dominated

5. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly. Paragraph and the text can be read correctly.

Table 3.8
Mechanism

9	Excellent to very good Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
8	Good to average Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confuse or obscure.
7	Good to poor Frequent errors of spelling, punctuation, capitalization paragraphing, - poor handwriting – meaning confuse or obscure.
6	Very poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible or not enough to evaluate.

E. The Techniques for Collecting Data

To collect the data, this research was used pre-test and post-test that is given to the experimental group and control group.

1. Giving pre-test
2. Applying the treatment, where Grammar Translation Method was given to experimental group, while there was no given any treatment to control group.
3. Giving post-test.

F. The Technique for Analyzing Data

In this research, descriptive quantitative technique was applied to analyze the data as follow : Sudijono (2014) started that to test the hypothesis :

- a. Reading the students' answer sheet
- b. Identifying the students' answer
- c. Scoring the students' answer by counting the correct answer.

From the data, a calculation was made to find out whether applying of Grammar Translation Method can be helpful in writing. The data is calculated by using t-test as show below, according to Sugiyono (2017):

1. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \quad (\text{Sugiyono, 2017})$$

Note :

\bar{x} = Mean

$\sum xi$ = The total of students' value

n = The number of students

2. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \quad (\text{Sugiyono, 2017})$$

3. Calculating correlation Product Moment between X1 and X2

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n \sum x^2 - (\sum x_i)^2\right\} \left\{n \sum y_i^2 - (\sum y_i)^2\right\}}} \quad (\text{Sugiyono, 2017 : 255})$$

4. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{n_2} \right)}} \quad (\text{Sugiyono, 2017 : 275})$$

In which :

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

s_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between and

5. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

G. Statistical Hypothesis

In this research statistical hypothesis had been used to decide whether the hypothesis is will be accepted or rejected. The statistic formula:

If $t\text{-test} > t\text{-table} = H_a$ is accepted and H_o is rejected

If $t\text{-test} < t\text{-table} = H_a$ is rejected and H_o is accepted

Where :

H_a : There is significant Effect of Grammar Translation Method on Students' Achievement in Writing (the hypothesis will be accepted).

H_o : There is no significant Effect of Grammar Translation Method on Students' Achievement in Wrting (the hypothesis will be rejected).

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by using five indicators that refer to the rules of writing and the following tables are the calculating and the result of the data collected. Both of the experimental and control group were given a written test. The result of the pre-test and the post-test were presented in the following tables.

1. The Score of Experimental Group

Table 4.1
The Samples Score of Pre-Test Experimental Group

NO.	Students' Initial Name	Score Components					Total
		C	O	V	LU	M	
1	HP	15	12	10	10	7	54
2	MA	25	8	12	8	7	60
3	RKA	20	7	13	10	6	56
4	DHR	23	12	10	10	7	62
5	AFA	26	10	10	12	7	65
6	ZAP	19	11	12	11	7	60
7	SH	18	13	13	10	8	62
8	RM	16	9	14	10	9	58
9	FIA	19	7	10	13	9	58
10	MRR	10	11	12	19	6	58
11	FR	15	11	12	13	9	60
12	MRS	17	8	7	18	8	58
13	PAS	18	13	13	10	8	62
14	RFS	18	12	12	19	6	66
15	KZ	16	12	10	18	6	62
16	ADRP	15	11	14	13	9	62
17	MRZ	10	8	9	18	6	59
18	NHN	15	11	12	13	8	59
19	MMRIN	16	11	16	16	7	66
20	AR	14	14	9	10	6	52
21	IBA	15	14	12	14	6	61
SUM							1.260

Based on the table above, it showed that the highest score was 66 and the lowest score was 52 of the samples score of pre-test of experimental class.

Table 4.2
The Samples Score of Post-Test Experimental Group

NO.	Students' Initial Name	Score Components					Total
		C	O	V	LU	M	
1	IBA	22	16	17	17	8	80
2	MRR	28	13	8	20	9	78
3	RM	25	18	18	16	7	84
4	DHR	23	16	18	18	8	83
5	MRS	23	10	18	16	9	76
6	ZAP	22	13	20	17	8	80
7	SH	25	14	18	18	6	80
8	MA	26	11	17	10	8	72
9	MRZ	27	17	17	24	8	90
10	HP	25	13	19	11	8	76
11	MMRIN	26	18	20	19	7	90
12	KZ	20	14	19	12	6	71
13	PAS	29	11	16	16	7	79
14	FR	21	9	20	19	6	75
15	AR	21	9	20	19	6	74
16	RKA	26	10	20	17	7	80
17	NWN	26	17	17	24	8	89
18	ADRP	28	15	22	21	7	90
19	RFS	23	13	20	22	8	86
20	AFA	24	18	21	19	8	90
21	FIA	22	14	17	16	6	75
SUM							1.698

Based on the table above, it showed that the highest score was 90 and the lowest score was 71 of the samples score post-test of experimental group.

2. The Score of Control Group

Table 4.3

The Samples Score of Pre-Test Control Group

NO.	Students' Initial Name	Score Components					Total
		C	O	V	LU	M	
1	AL	15	7	8	11	6	47
2	RPR	20	8	14	15	8	65
3	RG	16	11	16	16	7	66
4	ZYH	16	13	12	19	7	67
5	MISR	14	13	17	13	9	66
6	AL	15	11	9	12	6	53
7	VO	16	10	10	11	7	54
8	AI	21	9	10	18	7	65
9	KR	15	11	12	13	9	60
10	AS	14	13	16	13	9	65
11	APM	13	9	11	14	8	55
12	YAM	16	11	16	16	7	66
13	NK	15	14	14	12	6	61
14	DPS	14	15	11	10	6	56
15	JA	20	12	13	12	8	65
16	RAAZ	15	10	11	12	6	54
17	JLA	15	11	14	13	9	62
18	NG	10	8	9	19	6	60
19	PN	19	14	9	10	6	58
20	IP	20	14	9	10	6	59
21	DAM	14	10	10	12	8	54
SUM							1.258

Based on the table above, it showed that the highest score was 66 and the lowest score was 47 of the samples score of pre-test of control group.

Table 4.4
The Samples Score of Post-Test Control Group

NO.	Students' Initial Name	Score Components					Total
		C	O	V	LU	M	
1	AL	15	9	16	12	6	58
2	RPR	10	13	12	23	7	65
3	RG	18	12	9	20	8	67
4	ZYH	14	12	17	18	8	69
5	MISR	16	11	17	20	6	69
6	AL	19	10	10	14	7	60
7	VO	15	14	14	12	6	61
8	AI	14	13	17	13	9	66
9	KR	20	12	13	12	8	65
10	AS	14	13	16	13	9	65
11	APM	19	8	14	15	8	64
12	YAM	18	13	12	19	7	69
13	NK	13	13	12	19	7	64
14	DPS	15	13	14	12	6	60
15	JA	23	8	17	14	7	69
16	RAAZ	17	11	9	12	6	55
17	JLA	21	9	10	18	7	65
18	NG	20	12	12	13	8	65
19	PN	15	13	14	12	6	60
20	IP	15	11	12	13	9	60
21	DAM	10	8	9	18	6	59
SUM							1335

Based on the table above, it showed that the highest score was 69 and the lowest score was 55 of the samples score of post-test of control group.

Where :

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanism

B. Data Analysis

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test and post-test used to find out the mean and standard deviation of experimental and control group. The score of pre-test and post-test as follow:

Table 4.5
Differences Score Between Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	(X ₁) ²	(X ₂) ²
1	ZAP	54	80	2916	6400
2	ADRP	60	78	3600	6084
3	RKA	56	84	3136	7056
4	AR	62	83	3844	6889
5	FIA	65	76	4225	5776
6	HP	60	80	3600	6400
7	KZ	62	80	3844	6400
8	NHN	58	72	3364	5184
9	MRS	58	90	3364	8100
10	RM	58	76	3364	5776
11	RFS	60	90	3600	8100
12	IBA	58	71	3364	5041
13	FR	62	79	3844	6241
14	MRIN	66	75	4356	5625
15	SH	62	74	3844	5476
16	AFA	62	80	3844	6400
17	RMM	59	89	3481	7921
18	MRZ	59	90	3481	8100
19	PAS	66	86	4356	7396
20	DHR	52	90	2704	8100
21	MRR	61	75	3721	5625
TOTAL		$\sum x_1=1260$	$\sum x_2=1698$	$\sum x_1^2=75852$	$\sum x_2^2=138090$

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for experimental class above the total score of pre-test was 1260 and the total score of post-test was 1698. It means that, the score the total score of post-test higher than pre-test. The mean score was calculated as follows:

1. The Average (Mean) Experimental Group

$$\begin{aligned}\bar{X} &= \frac{\sum x_2}{nx} \\ &= \frac{1698}{21} \\ &= 80.8\end{aligned}$$

2. Standard Deviation of X Variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{21(138090) - (1698)^2}{(21)(21-1)}} \\ &= \sqrt{\frac{2899890 - 2883204}{240}} \\ &= \sqrt{\frac{16686}{420}} \\ &= \sqrt{39.72} \\ &= 6.3\end{aligned}$$

Table 4.6

Differences Score between Pre-test and Post-test of the Control Group

No	Students' Initial	Pre-test Y_1	Post-test Y_2	$(Y_1)^2$	$(Y_2)^2$
1	AL	47	58	2209	3364
2	RPR	65	65	4225	4225
3	RG	66	67	4356	4489
4	ZYH	67	69	4489	4761
5	MISR	66	69	4356	4761
6	AL	53	60	2809	3600
7	VO	54	61	2916	3721
8	AI	65	66	4225	4356
9	KR	60	65	3600	4225
10	AS	65	65	4225	4225
11	APM	55	64	3025	4096
12	YAW	66	69	4356	4761
13	NK	61	64	3721	4096
14	DPS	56	60	3136	3600
15	JA	65	69	4225	4761
16	RAAZ	54	55	2916	3025
17	JLA	62	65	3844	4225
18	NA	60	65	3600	4225
19	PN	58	60	3364	3600
20	IP	59	60	3481	3600
21	DAM	54	59	2916	3481
TOTAL		$\sum y_1 =$ 1258	$\sum y_2 =$ 1335	$\sum y_1^2 =$ 75994	$\sum y_2^2 =$ 85197

Based on the table 4.6 above, it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for control group above the total score of pre-test was 1258 and the total score of

post-test was 1335. It means that, the total score of post-test higher than pre-test.

The Mean score was calculated as follows:

3. The Average (Mean) Control Group

$$\begin{aligned}\bar{X} &= \frac{\sum y_2}{ny} \\ &= \frac{1335}{21} \\ &= 63.5\end{aligned}$$

4. Standard Deviation of Y Variable

$$\begin{aligned}SD_1 &= \sqrt{\frac{n \sum y^2 - (\sum y_2)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{21(85197) - (1335)^2}{(21)(21-1)}} \\ &= \sqrt{\frac{1789137 - 1782225}{420}} \\ &= \sqrt{\frac{6912}{420}} \\ &= \sqrt{16.45} \\ &= 4.05\end{aligned}$$

Based on the previous data, after the Mean was obtained, then the correlation

determined with the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

it was concluded in the following table:

Table 4.7
Calculating Correlation Product Moment between X_1 and X_2

No	Students' Initial	Pre-test (X_1)	Post-test (X_2)	$(X_1)^2$	$(X_2)^2$	$(X_1)(X_2)$
1	ZAP	54	80	2916	6400	4320
2	ADRP	60	78	3600	6084	4680
3	RKA	56	84	3136	7056	4704
4	AR	62	83	3844	6889	5146
5	FIA	65	76	4225	5776	4940
6	HP	60	80	3600	6400	4800
7	KZ	62	80	3844	6400	4960
8	NHN	58	72	3364	5184	4176
9	MRS	58	90	3364	8100	5220
10	RM	58	76	3364	5776	4408
11	RFS	60	90	3600	8100	5400
12	IBA	58	71	3364	5041	4118
13	FR	62	79	3844	6241	4898
14	MRIN	66	75	4356	5625	4950
15	SH	62	74	3844	5476	4588
16	AFA	62	80	3844	6400	4960
17	RMM	59	89	3481	7921	5251
18	MRZ	59	90	3481	8100	5310
19	PAS	66	86	4356	7396	5676
20	DHR	52	90	2704	8100	4680
21	MRR	61	75	3721	5625	4575
TOTAL		$\sum x_1 =$ 1260	$\sum x_2 =$ 1698	$\sum x_1^2 =$ 75852	$\sum x_2^2 =$ 138090	$\sum x_1 x_2 =$ 101760

5. Correlation Product Moment between X_1 and X_2

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{21(101760) - (1698)(1260)}{\sqrt{\{21(138090) - (1698)^2\} \{21(75852) - (1260)^2\}}} \\
 &= \frac{2139480 - 2136960}{\sqrt{(2899890 - 2883204)(1592892 - 1587600)}} \\
 &= \frac{2520}{\sqrt{(16686)(5292)}} \\
 &= \frac{2520}{\sqrt{88302312}} \\
 &= \frac{2520}{9396.93} \\
 &= 0.26
 \end{aligned}$$

6. Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{2n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{2n \sum x_i^2 - (\sum x_i)^2\} \{2n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{42(101760) - (1698)(1335)}{\sqrt{\{42(138090) - (1698)^2\} \{42(85197) - (1335)^2\}}} \\
 &= \frac{4273920 - 2266830}{\sqrt{(5799780 - 2883204)(3578274 - 1782225)}} \\
 &= \frac{2007090}{\sqrt{(2916576)(1796049)}} \\
 &= \frac{2007090}{\sqrt{5238313408224}} \\
 &= \frac{2007090}{2288736} = 0.87
 \end{aligned}$$

7. Determining the score of t-test with formula:

After the correlation score was obtained, then specified t-test with the formula:

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}} \\
 &= \frac{80.8 - 63.5}{\sqrt{\frac{6.3}{21} + \frac{4.05}{21} - 2(0.87)\left(\frac{6.3}{\sqrt{21}}\right)\left(\frac{4.05}{\sqrt{21}}\right)}} \\
 &= \frac{17.3}{\sqrt{(0.3 + 0.1) - 1.74(1.4)(0.9)}} \\
 &= \frac{17.3}{\sqrt{(0.4) - 1.74(1.26)}} \\
 &= \frac{17.3}{\sqrt{0.4 - 2.1924}} \\
 &= \frac{17.3}{\sqrt{-1.7924}} \\
 &= \frac{17.3}{1.33805829} \\
 &= 12.92
 \end{aligned}$$

After measuring the data above, by using t-test formula it showed that t-test score 12.92. After seeking the table of the distribution of t-test as the accounting in certain Degree of Freedom (DF) the calculation as follows:

$$\begin{aligned}
 Df &= 2n - 2 \\
 &= 2(21) - 2 \\
 &= 42 - 2 \\
 &= 40
 \end{aligned}$$

8. Determining the Percentage of the Effect of X Variable and Y variable

In determining the percentage the effect of Applying Grammar Translation Method on Students' Achievement in Writing, the formula was:

$$\begin{aligned} D &= r^2 \times 100\% \\ &= (0.87)^2 \times 100\% \\ &= 0.75 \times 100\% \\ &= 75\% \end{aligned}$$

$$\begin{aligned} X &= 100\% - D \\ &= 100\% - 75\% \\ &= 25\% \end{aligned}$$

It means that the percentage of the effect of X toward Y or the Effect of Applying Grammar Translation Method on Students' Achievement was 75% and 25% was influence by others factor.

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Writing Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was $(2n-2)$ or $(42-2=40)$ in line 40 that t-table is 2.021 with the significance rate $\alpha= 0.05$. It could concluded $t\text{-test} > t\text{-table}$ or $12.92 > 2.021$. So H_0 was rejected and H_a was accepted or there was the effect of applying grammar translation method on students' achievement in writing through checking for understanding at eight grade in SMP Muhammadiyah 47 Medan.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught with Applying Grammar Translation Method got higher score than the students who were taught without any method. The Effect of Applying Grammar Translation Method gave a significant effect in writing ability. It means that the students who were taught by using Grammar Translation Method got higher score than those without using Grammar Translation Method. Total of significant effect was 87%. It was proved by the result of t-test which was 12.92 and t-table which was 2.021 ($t\text{-test} > t\text{-table}$, $12.92 > 2.021$). It means that the students' Writing Achievement with Applying Grammar Translation Method was significant.

So, the researcher stated the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted that "there was a significant effect of applying Grammar Translation Method on Students' Achievement in Writing." In other words, the students who were taught by Grammar Translation Method got better than those who were taught without grammar translation method.

E. Discussion

Related to the purpose of the research, that was to determine whether grammar translation method improve students Achievement writing. The researcher stated that there was any significant effect of students achievement in writing after using grammar translation method that could be seen on findings. It

showed by the post-test result for both classes after giving the treatment by applying grammar translation method.

In general, the students achievement improved their writing in presenting all components of writing that involve content, organization, vocabulary, language use and mechanic after using grammar translation method. From the means scores of post-test in experimental class and control class can be explain that: First, from the table of the calculation correlation product moment between X1 and X2 pre-test and post-test experimental explained that the students achievement mastery in structuring the sentences improved after being taught by grammar translation method. The use of grammar translation method encouraged students thinking and understanding. They could understand what they are going to write gramatically after understanding the stuctures of one example of simple paragraph. Furthermore, based on the students achievement writing, it showed that the students had expanded their knowledge in structure of sentences such as grammar, tenses and stucture of thesis, relevant to assigned topic etc. It is obvious that the application of grammar translation method in learning of writing a simple paragraph can lead the students to think, to write, and to communicate accurately and effectively. Second, the use of grammar translation method can enlarge students achievement mastery in grammar. It is indicated in the table above that the mean score of students in experiment class increased rather than the students in control class. It is because the students who were in experiment class had been guided to write by their teacher. Teacher showed one simple paragraph that stuctured well grammatical and tense related to the topic which going to write.

Consequently, students got the way how to write simple paragraph grammatically..

In addition, based on the students writing, it showed that students had been developed their knowledge in understand of stuctures such as sophisticated range, effective word or idiom choice and usage, word form mastery, and appropriate register. Grammar translation is useful for a range of teaching purposes, and is the short-term step between teacher directed and independent writing. Grammar translation is a method that can improve students writing skill. The application of this method in teaching writing can help thestudents in stucturing of the simple paragraph. Then, Grammar translation method also helped the students in structuring the sentences into the correct form such as the correct use of the well grammatical, tenses and punctuation of a simple paragraph.

So, the researcherstated the null hypothesis is rejected and alternative hypothesis is accepted, its means that“there was a significant effect of applying Grammar Translation Mehod onStudents’ Achievement in Writing.” In other words, the students who were taught by grammar translation metod got better than those who were taught without using grammar translation method in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis, the researcher could make the conclusion as follow: There was significant effect of Applying Grammar Translation Method on the Students' Achievement in Witing is proven by the result of the test $t\text{-test} > t\text{-table}$ or $12.92 > 2.021$. It means that the result of analysis showed that $t\text{-test}$ was higher than $t\text{-table}$ with the level significant 0.05 and the Degree of Freedom (DF) = 40. Grammar translation Method is the quickest way to learn a foreign language through understanding grammar cleary The student be able to write the correct sentences grammatically.

B. Suggestion

In this case, the researcher would like to give the suggestion. The teacher were suitable applying grammar translation method on the learning process. The teacher must be make sure the students about three basic tenses (present, past and future tense). The teacher must be make student understood how to struct the sentence. The teacher should make the students interest and enjoy in learning proses. The students should improve their writing ability by increasing vocabulary, understand about tenses and grammar well. The students should read and try to identify what tenses and grammar that used.

The reader were encouraged to have a lot of information about teaching learning experience for them. The other researchers suggested to conduct further research related to the topic of the study.

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pemahaman hipotesis.

1. ,Jika nilai siswa mengalami perubahan yang signifikan setelah diberikan pre-test, treatment dan post-test. Maka Grammar Translation Method memiliki dampak positif (Ha)

Maka hipotesisnya berbunyi : ada dampak yang positif dan signifikan antara Grammar Translation Method dengan hasil belajar siswa.

2. Jika nilai siswa tidak mengalami perubahan yang signifikan setelah diberikan pre-test, treatment and post-test. Maka Grammar Translation Method tidak memiliki dampak positif (Ho)

Maka hipotesisnya berbunyi : tidak ada dampak yang positif dan signifikan antara Grammar Translation Method dengan hasil belajar siswa.



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