GRAMMAR TRANSLATION METHOD THROUGH TEAM GAME TOURNAMENT TO IMPROVE STUDENTS' READING SKILLS

Moh. Ilhami Hakim ✉ **, Dwi Anggani L.B., Djoko Sutopo**

Postgraduate Program of Semarang State University, Indonesia

Info Artikel	Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan penggunaan metode grammar translation method (GTM) terhadap siswa berkepribadian introvert dan extrovert dalam pembelajaran membaca teks bahasa inggris. Instrumen yang digunakan adalah tes awal dan tes akhir. Kajiannya adalah penggunaan model grammar translation method dengan teknik team game tournament (pertandingan antar kelompok). Karena penelitian ini bertujuan mengetahui efek signifikan, penelitian ini menggunakan desain eksperimen. Metode yang digunakan adalah analisis desain faktorial 2 x 2. Pengaruh signifikan didapat dari kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diteliti dengan pertandingan empat pemain secara beregu sedangkan kelompok kontrol diteliti dengan tanpa pertandingan. Siswa yang diambil sebagai populasi adalah kelas 7 MTs Ma'arif Ketanggungan – Kab. Brebes yang terdiri dari dua kelas, masing-masing kelas terdiri dari 30 siswa sedangkan yang termasuk dalam sampel adalah 32 siswa. Dalam penelitian ini menunjukan bahwa tes awal lebih rendah dari pada tes akhir yaitu 6.44 > 5.63 dalam alfa 0.005 %. ini berarti bahwa ada peningkatan terhadap kelas eksperimen dari pada kelas kontrol yaitu -0.667 < 0.510.

Abstract

This study aims to find a significant effect of grammar translation method (GTM) on introvert and extrovert students in reading of English texts. The instrument was pre-test and post-test. The use of grammar translation method through team game tournament was observed. Because this study was to determine the significant effects, an experimental design by using a factorial design analysis of 2 x 2 was used. The significant effect was found on the experimental and the control group. The experimental group was taught by using team game tournament with grammar translation method (GTM) while the control group was not taught by using team game tournament with grammar translation method (GTM). The subjects were 7th grade MTs Ma'arif Ketanggungan - Kab. Brebes consisting of two classes, each class consisting of 30 students. The sample was 32 students. Team Game Tournamen (TGT) is a technique in forming a small group in order to make tournament, doing a test. The results of the study showed that pretest is lower than the posttest, 6:44> 5.63% in 0005 alpha, which means that there was an increase in the experimental class than the control class, -0667 <0510.

✉ Alamat korespondensi:
  Kampus Unnes Bendan Ngisor, Semarang 50233
  E-mail: kiruhamu@yahoo.com

INTRODUCTION

Learning a language is a comprehensive process. In a hierarchy, it takes time from the easiest thing to the more complex one, from words recognition to organizing the sentence. It is also similar across the languages that listening, speaking, reading, and writing are the four basic language skills everyone should master for the purpose of communication. To have good mastery in reading, a reader should pronounce the words well and learn how to write them. He also learns not only the meaning of words but also the grammatical of a new language. English is taught as the first foreign language in Indonesia. It becomes one of the compulsory subjects at schools. In addition, English is an international language. It is used all over the world, so that it is an important language, learning English becomes the need for the students. As the consequence, many parents send their children to a private course. They think that studying English at a private course is much better than studying at a school.

As a foreign language, English is very important in our country. A learner of English can be considered a proficient learner when he or she has an adequacy of language competence. Language competence refers to the mastery of the principles concerning the language behavior. In addition, he or she should be able to perform the competency on actual context. Therefore, learners of English have to attempt to master the four language skills. Alexander (1983:3) states that in learning English we have to learn the four language skills: (1) listening (2) speaking; (3) reading; and (4) writing.

Reading as one of the two receptive skills has an important role in the learning process (Anderson, 1999). Reading links the reader, the text, and the interaction between the reader and the text in forming meanings as information. Through reading, students can get much information in or out of the classroom. As a set of skills that involves making sense and deriving meaning from the printed words , reading gives some advantages to reader. According to Grabe and Stoller (2002: 13) reading has seven purposes in general, i.e. "to search for simple information, to skim quickly, to learn from texts, to integrate information, to make a written text, to critique texts, and to get general comprehension. In the next level, reading helps teaching and learning process become more effective".

It is one of the most important skills in learning language beside listening, spea-

king, and writing. To Indonesian students, this is a bridge to understanding text books in various disciplines. It means that the students may still come across a lot of difficulties in comprehending scientific books such as sociology, biology, chemistry, etc. No wonder, the students of university frequently ask a professional translator for help to translate their English assignment. As they lack knowledge of English they often encounter difficulties when reading their compulsory books written in that language.

For the students' native language and reading in a foreign language being learned is quite a different matter. Reading in their own language is easier than that of the language learned because they have mastered the vocabulary and the structure of their own. Reading in the target language is difficult for them. They are required to have an adequate knowledge of the language, which has a different system in terms of vocabulary and structure.

Reading techniques play an important role in understanding reading materials. They facilitate students who want to read efficiently. Teachers should know some reading techniques that they need for their school work. There are some readings techniques that can be used in teaching reading; one of which is Grammar Translation Method.

From the above explanation, another factor that influences teaching and learning process is method. According to Brown (2001:16), method is a generalized set of classroom specification for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and student roles and behavior and secondarily with such features as linguistic and subject matter objectives, sequencing, and material.

The methods of teaching is important in the goal of instruction, so every teacher should have it. Because the successful teaching and learning process depends on how the teacher teaches. If students consider that the teacher is good in teaching, they will be diligent and enthusiastic in the lesson that teacher gives. Total physical Response (TPR), Communicative Language Teaching (CLT), and Grammar Translation Method (GTM) are some examples from among many methods that used in teaching and learning English.

For creating an effective teaching, a good method must be adopted by a teacher. A teacher has many options when choosing a style to teach. When deciding what teaching method to be used, a teacher will need to consider

students' background knowledge, environment, and learning goals. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

Although English has been taught to students in elementary school, students still have difficulties in learning reading skill. As it was found from the result of the observation in the classroom and the discussion with English teachers, the most common problem in teaching and learning reading was when students feel difficult to read an English text because they did not understand the meaning of words in the text. The teacher did not give strategies that can make them easier to comprehend the text. Conventionally, teachers only ask students to read texts and then answer questions based on the texts.

Actually as mentioned by Brown (2001), teachers have important role in helping students optimize their reading skill in the classroom. Moreover, he also points out that teachers have roles as: "controller – who creates or organizes good condition in the classroom to learn; director – who directs students in to the learning process effectively, manager – who manages the learning process, facilitator – who facilitates and helps students in learning process, and resource – who gives advice and counsel when students seek it". From those roles, teachers can support students to improve their reading comprehension through the appropriate strategy. Strategy or technique to comprehend the text is one of the three different elements which impact reading beside the student's background knowledge and student's linguistic knowledge of the target language.

In the classroom, there are many students with different characteristics and abilities. Sometimes, it can become problems for the teaching and learning process. Those differences can make discrepancy among students. To face this reality, teachers have to know the best way to make the variances to be a precious thing in the classroom. They can use their differences to learn together and support each other.

In line with the statement above, Slavin (2008) introduces a learning strategy in language classroom which involves students to work together in small groups with different intellectual abilities. This kind of learning is called cooperative learning. Cooperative learning is also assessed as an appropriate learning strategy to be conducted because it can make the whole class take part in the activities by giving chances to share and give information for every student.

One of the methods containing cooperative learning substance is team-games-tournament (TGT) (Slavin, 2008). TGT is a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game. In TGT, students are divided into 4-6 students from different level of competency, gender, and background. In this research heterogenic element is based on personal character, introvert and extrovert students.

METHODS

The study is intended for testing hypothesis about the effects of TGT learning model to introverts and extroverts students towards students' reading improvement by GTM. This study uses a two by two factorial analysis. This design was used because the objective of the study is to find the significant value between the student's English improvement of the experimental and control group with pre-test and post test to identify the treatment (Suwanda, 2011: 212). A type of research design which include experimental and control groups with multi-stages random sampling. Random sampling is a way to define a sample gradually in order to easily made (Sudjana, 2009: 73). In this case, The researcher used questionnaires to know the students' personal type towards the application of the strategy, GTM applied through TGT and GTM not applied through TGT, grouping, testing, scoring.

In this analysis, the writer used an experiment method in three variables. There were two independent variables with two factors: GTM applied through TGT and GTM not applied through TGT. GTM applied through TGT as the one of Cooperative Learning Models was used for the experiment group and GTM not applied through TGT was used for the control group. Introvert and Extrovert as the personal type were the moderator variables. The dependent variable was the students' English achievement.

Experimental provides a method of hypothesis testing (Hatch and Lazaraton, 1991). After the researchers define a problem, they proposed a tentative answer or hypothesis. The hypotheses are null hypothesis and alternative hypothesis. The researchers test of the hypothesis, confirm or disconfirm them in the light of the controlled variable relationship that the experimenters observe. Furthermore, Hadi (1988) states it is important to note that the confirmation or rejection of hypothesis is stated in terms of probability rather than certainty. He argues that experimental method is a method for establishing activities to sack the result. The result is defined as somet-

hing that will emphasize the existence of causal relationship between variables investigated in an issue.

REUSLTS AND DISCUSSION

In this study, the researcher used a two-way anova of posttest to investigate the effect of TGT (Team Game Tournament) learning model to introvert and extrovert students to improve their reading skill by GTM. This is an experimental study on the 7th grade student of MTs Ma'arif Ketanggungan Brebes in the Academic Year 2011/2012.

The posttest was distributed to experimental group and control group. The posttest results of the two way anova in the following table presented by manually excel 2007 and SPSS.17.0.

Table 1 shows that the Mean of Post-test is higher than Pre-test, 6.44 > 5.63 in α = 0.005. It means that GTM applied through TGT has significant result to the students. Then as described by ANOVA, it shows that F_{obt} is higher than F_{α}, 8.97 > 4.14, whoch means that GTM applied through TGT has significant result after it was applied to the students. Then, there was no a significant result of GTM not applied through TGT and the contrary, the table shows that **T** is less than **Sig**, that is, -0.667 < 0.510.

The results of data from Table 2 and 3 could be interpreted that if it was F > Fα, it would be rejected Ho. It was known that there was significance of the effect of GTM applied through TGT to the students. The hypotheses can be arranged as follows:

Ho : There is not a significant result by using GTM not applied through TGT.
Ha : There is a significant result by using GTM not applied through TGT.

It is shown that there is a significant result of GTM applied through TGT to introvert. It was since the F > Fα (8.97>4.14). There is not significant result if introvert students are not treated by using GTM not applied through TGT since the F<Fa (0.005<4.14). There is not significant result if extrovert students are not treated by using GTM not applied through TGT since the F<Fa (0.005<4.14). There is a significant result if the extrovert students are treated by using GTM applied through TGT. It is since the F > Fα (8.97>4.14).

From the above table, it can be concluded that there is not a significant result if all students are treated by using GTM not applied through TGT since the **T** is less than **Sig** that is,-1.571 < 0.139. The seventh statement is there is no a significant result if all students are treated by using GTM not applied through TGT and GTM applied through TGT, the table shows that **T** is less than **Sig**, that is, -0.667 < 0.510.

Table 1. Comparison of Means of all strategies: GTM not applied through TGT and GTM applied through TGT

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
All strategies	Equal variances assumed	.188	.667	-.667	30	.510	-.281	.422	-1.143	.581
	Equal variances not assumed			-.667	29.999	.510	-.281	.422	-1.143	.581

Table 2. Post Test Result Analysis

	Experimental Group				Control Group			
	GTM applied through TGT				GTM not applied through TGT			
	introvert		extrovert		introvert		extrovert	
	x1	$(x1)^2$	x2	$(x2)^2$	x3	$(x3)^2$	x4	$(x4)^2$
	8	64	8	64	6	36	9	81
	7.5	56.25	7.5	56.25	7	49	6	36
	8	64	8	64	5	25	5.5	25.25
	7	49	6	36	6	36	6	36
	8	64	8.5	72.25	6	36	9	81
	8	64	8	64	7	49	6	36
	8	64	6.5	42.25	5	25	6.5	42.25
	9	81	8.5	72.25	6	36	7	49

Statistika								TOTAL
N	8		8		8		8	32
$\Sigma X_{1\text{-}4}$	63.5		61		48		55	227.5
$\Sigma X^2_{1\text{-}4}$		506.25		471		292	386.5	1655.75
RATA	8		8		6		6	28
$\Sigma X_{2,4}$			61				55	116
$\Sigma X_{1,3}$	63.5				48			111.5

Sumber Varian	Jumlah Kuadrat	Derajat Bebas	Kuadrat Rerata	F Hitung
Antar Grup A	1553.76	1	1553.76	8.97
Antar Grup B	1.02	1	1.02	0.005
Antar Grup Ab	1599.49	1	1599.49	9.24
Residu	3115.91	18	173.12	
Total				Fa α 0,05=4,414

Table 3. Post Test Result Analysis

		N
experiment	Ekstrove	8
	intro-ex	8
	Introver	8
control	Ekstrove	8
	intro-ex	8
	Introver	8

Descriptive Statistics

Dependent Variable:post1

experiment	control	Mean	Std. Deviation	N
Ekstrove	Ekstrove	7.62	.916	8
	Total	7.62	.916	8
intro-ex	intro-ex	7.78	.687	8
	Total	7.78	.687	8
Introver	Introver	7.94	.563	8
	Total	7.94	.563	8
Total	Ekstrove	7.62	.916	8
	intro-ex	7.78	.687	8
	Introver	7.94	.563	8
	Total	7.78	.716	24

Tests of Between-Subjects Effects

Dependent Variable:post1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.391[a]	2	.195	.360	.702
Intercept	1453.148	1	1453.148	2677.219	.000
experiment	1553.76	1	1553.76	8.97	4.14
control	1.02	1	1.02	0.005	4.14
experiment * control	1599.49	1	1599.49	9.24	4.14
Error	3115.91	21	173.12		
Total	1464.938	24			
Corrected Total	11.789	23			

a. R Squared = .033 (Adjusted R Squared = -.059)

CONCLUSION

Based on the findings and discussion of the study, it can be concluded that GTM applied through TGT has a significant effect on the improvement of the reading skills of the students with introvert and extrovert personal style. However, when GTM not applied through TGT does not have a significant effect on the improvement of the reading skills of the students with introvert and extrovert personal style. It means that the teaching method is significant to improving the reading skills of the students, but the moderating variables of introvert and extrovert personality style does not have effect on the improvement of the reading skills. Therefore, the teachers should be motivated to apply a suitable learning model and used to do research to improve their teaching and learning process. Each student has personal difference typically. In English learning activities, teachers can effectively teach student by knowing students' personality.

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