

# THE COMPARATIVE STUDY OF GRAMMAR TRANSLATION METHOD (GTM), TASK BASED LANGUAGE TEACHING (TBLT) AND CONTEXTUAL LEARNING TEACHING (CLT) IN WRITING SENTENCES AT SMP SWASTA NURUL ILMI

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## *Abstract*

This research is designed by quantitative research. In this research, participants were Nurul Ilmi students in VIII grade of junior high school. They are 40 students. The instrument used in this research is a test. In this research, the researcher would be applied two tests. They are pre-test and post-test. The technique of data analysis, the researcher used *Two Ways Anova*. The value of hypothesis testing was 0,000 with opportunity 0,05. 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.

**Keywords** : Grammar Translation Method (GTM), Task Based Language Teaching (TBLT), Contextual Learning Teaching (CLT), Writing and Sentence

## *Abstrak*

Penelitian ini dirancang dengan pendekatan kuantitatif. Pada penelitian ini, siswa Nurul Ilmi yang menjadi partisipan, yaitu siswa kelas VIII SMP yang berjumlah 40 siswa. Instrumen penelitian yang digunakan pada penelitian ini adalah tes. Pada penelitian ini, peneliti akan mengaplikasikan dua bentuk tes, yaitu Pre-test dan Post-test. Teknik analisis data yang digunakan oleh peneliti dalam penelitian ini adalah *Two Ways Anova*. Nilai tes hipotesis yang diperoleh dalam penelitian ini sebesar 0,000 dengan peluang 0,05. Berdasarkan hasil penghitungan, maka hipotesis yang menyatakan Grammar Translation Method (GTM), Task Based Language (TBLT) and Contextual Learning Teaching (CTL) memiliki perbedaan yang signifikan dalam menulis kalimat diterima.

**Keywords** : Grammar Translation Method (GTM), Task Based Language Teaching (TBLT), Contextual Learning Teaching (CLT), Writing and Sentence

## INTRODUCTION

English is an interesting language to be learnt. The language is very unique in many ways; its language components, varieties of dialogues, vocabularies, idioms and more. Related to four language skills, they are listening, speaking, reading, and writing. English

has a complements of language that covers, we need in learning, such as an international language. English is very useful for us in modern era. It is used in all aspects, such as education, politic, economic, medical, and beauty.

English clearly stated in curriculum that the object of teaching learning process. It improves students' skill in four skills of language. The language skill is the performance of speakers of a language in using their language as tool of communication in daily routine. It is the ability to use their language according to set of the conventional rules, they share among themselves.

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 doe 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 writer to communicate information readers.

Writing is an activity for producing and expressing writers' ideas. Writing skill is a writers' 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 the fact, at SMP Swasta Nurul Ilmi has found most of students in eighth grade got low writing result that their mean score is 68, beside KKM is 7,5.

To solve students' problem in writing, the researcher offers Grammar Translation Method (GTM), Task Based Language Teaching (TBLT) and Contextual Learning Teaching (CLT). In this research, there are three methods which used; they are contrast ways. Therefore, the researcher wants to compare them; Grammar Translation Method (GTM), Task Based Language Teaching (TBLT) and Contextual Learning Teaching (CLT).

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.

Task based language teaching (TBLT) refers to an approach base on the use of task as the core unit of planning and instruction in language teaching. Meaningful task promotes learning and supports the students in learning process. It devotes to develop communicative competence through providing tasks in the classroom.

Contextual teaching and learning (CLT) is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Base on this problem, this research will be done at SMP Swasta Nurul Ilmi and the researcher conducts the research on the title "The Comparative Study of Grammar Translation Method (GTM) and Task Based Language Teaching (TBLT) and Contextual Learning Teaching (CLT) in Writing Sentence at SMP Swasta Nurul Ilmi."

## **REVIEW OF RELATED LITERATURE**

### **The Theoretical Description**

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

#### a. Description of Grammar Translation Method

Grammar Translation Method is way of teaching of grammar rules, learning to put grammatical labels on words, and learning to apply the rules by translation sentences.<sup>1</sup> 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.<sup>2</sup> Moreover, Henry Guntur Tarigan stated Grammar Translation Method the result of the through of the Profesor, which the purpose to know everything about something rather than thing itself.<sup>3</sup> From the four quotations above, the writer concludes that the grammar translation method is a study for grammar; it is to make grammar clearer and simple to study.

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 using 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.<sup>4</sup>

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, p. 31.

<sup>2</sup> *Ibid.*, p. 31.

<sup>3</sup>Henry Guntur Tarigan. *Pengajaran Pemerolehan Bahasa*, (Bandung: Angkasa, 1988), p. 90.

<sup>4</sup> Ag. Bambang Setiyadi, *Loc. Cit.*, p. 31.

b. Description of Task Based Language Teaching

Task Based refers to an approach based on the use of the tasks as the core unit of planning and instruction in language teaching. Skehan said task is activities which have meaning as their primary focus. Success in task is evaluated in term of achievement of an outcome and task generally bears some resemblance to real-life language use. So, task based instruction takes a fairly strong view of communicative language teaching.<sup>5</sup> Moreover, Nunan offers this definition that communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.<sup>6</sup>

c. Description of Contextual Learning Teaching

According to Berns and Erickson, "contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used."<sup>7</sup> The Office of Vocational and Adult Education, U.S. Department of Education was conducted at The Ohio State University in partnership with Bowling Green State University. A preliminary definition of Contextual Learning Teaching is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.<sup>8</sup>

d. Description of Writing

According to Harry A. Greene and friends: writing is one mean for expressing thought. It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.<sup>9</sup> On other hand, According to A.S Hornby, writing is written works of author or person's handwriting.<sup>10</sup> In addition, according to David Nunan says: Writing is both a physical and a mental act. At the words or ideas to some medium, whether it is hieroglyphicsinked to parchment or one e-mail message typed in to a computer.<sup>11</sup>

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<sup>5</sup>*Ibid.*, p. 224.

<sup>6</sup> Jack. C. Richard, *Op.Cit.*, p. 224.

<sup>7</sup> Clemente Charles Hudson, *Contextual Teaching and Learning for Practitioneris*, (USA: Valdosta, 2001), p. 54.

<sup>8</sup> Robert G. Berns and Patricia M. Erickson, *Loc. Cit.*, p. 2.

<sup>9</sup> Harry A, Greene and friends, *Developing Language Skills in the Elementary School* (Boston, London, Sydney), p.284.

<sup>10</sup> A.S.Hornby, *Oxford Learner's Pocket Dictionary* (New York: University Press, 2000), p.502.

<sup>11</sup> David Nunan, *Language Teaching Methodology; A textbook for teachers* (Sydney: Macquarie University, 2000), p.91.

e. Description of Sentence

More stated that sentence is a group of words which makes complete sense.<sup>12</sup> In Jayanthi Dakshina Murthy that "Sentence is a group of words which makes complete sense."<sup>13</sup> In additional, sentence is a "complete thought", it consists of a subject and a predicate.<sup>14</sup> It is a full predication containing a subject plus a predicate with a finite verb.

## RESEARCH METHODOLOGY

This research will be conducted at SMP Swasta Nurul Ilmi. It is located on Silandit Street, Padangsidempuan, North Sumatera. The research will be held from August until finish in 2015. The kind of this research is Quantitative Research. It can be classified to experimental research. L.R. Gay says, "Experiment research is the only type of research that can be test hypothesis to establish cause and the effect of relationship."<sup>15</sup> The researcher can conclude that experimental research is the research using a test to experimental group which able to control.

The researcher will give pre-test and post-test to experimental class and control class. In this case, both of these classes given different treatment, to experimental class is Grammar Translation Method and the control class is applied Learning Based Language Based Teaching Technique in writing simple sentence. It will applied to know the comparative of grammar translation method (GTM) and task based language teaching in writing sentence at SMP Swasta Nurul Ilmi.

The researcher decides to choose population of the research is all students at grade VIII at SMP Swasta Nurul Ilmi 2015/2016 Academic Years. Sample is the representatives of the total population that should be researched directly. Sample will take after giving the pre test. In this research, the researcher decides to choose all classes of grade VIII students of SMP Swasta Nurul Ilmi.

Test is used as instrument for this research. The researcher will give pre-test and post-test. Pre-test is given to all the population to find homogeneity class. While post-test will give to sample after giving treatment to three classes. In collecting data, the research conducted twice of test for three groups. They are pre-test and post-test.

To analyze the data, the researcher use Two Ways Analsis of Varian (Two ways anova). Asmin says in his book that two ways analsis of varian is one of statistic examine which be used in comparative research done comparing between three variables. After the researcher gotten the data, it will be served in frequency table with the formula as follows:

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<sup>12</sup> P.C. Wren & H. Martin, *High School English Grammar and Cosition*,(USA: Longman, 1990), p. 1.

<sup>13</sup> Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 235.

<sup>14</sup> Marcella Frank, *Modren English A Practical Reference Guide*, (New York: Prentice-Hall, Inc., 1972), p. 220.

<sup>15</sup> L. R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application* (America: Prientce-Hall, Six Editions, 200), p. 37

The Formula of two ways analysis of varian:<sup>16</sup>

$$F_{0A} = \frac{RJK_A}{RJK_D}; F_{0B} = \frac{RJK_B}{RJK_D}; F_{0A} = \frac{RJK_{AB}}{RJK_D}$$

In which:

- $F_{0A}$  : The value which the statistical significance  
 RJK : The average of quadrate  
 $RJK_A$  : The average of quadrate of A  
 $RJK_B$  : The average of quadrate of B  
 $RJK_D$  : The average of quadrate of D  
 $RJK_{AB}$  : The average of quadrate of AB

## FINDINGS AND DISCUSSION

Hypothesis testing is used to find the difference of the three averages with criteria: "Hypothesis  $\mu_1 > \mu_2$ : There is significant difference of Grammar Translation Method, Tase Based Language and Contextual Learning Teaching in writing sentences."

The researcher uses the formula of two ways analysis of variaty as follow:

$$F_{0A} = \frac{RJK_A}{RJK_D}; F_{0B} = \frac{RJK_B}{RJK_D}; F_{0A} = \frac{RJK_{AB}}{RJK_D}$$

Based on researcher calculation, researcher find that  $F_{count} = 0,000$ . While, from distributing list  $F_{table} = 0,05$  with opportunity  $(1-\alpha) = 1-5\%$ , cause  $F_{count} > F_{table} = 0,000 > 0,05$ . It describes that the hypothesis is accepted, it means there is significant difference of Grammar Translation Method, Task Based Language and Contextual Learning Teaching in writing sentence.

Based on the data analysis above, it has proven that students' score in writing sentence give significant difference for the students' score in writing sentence. Cognitive theory evidenced that students' ability in writing sentence about kinds of sentence, they are declarative sentence, imperative sentence, interrogative sentence and exclamatory sentence.

Compared to related findings of this research, the researchers concluded that students' ability in writing sentence by Emma Sari Matondang who has analyzed "The Effect of Task Based Method on Students' Ability in Writing Procedural Text at SMA N 8 Padangsidimpuan." The result of the test showed that, students' ability in writing procedural text by using task based method as "enough" (67). There is significant effect of task based method on students' ability in writing procedural text at SMA Negeri 8 Padangsidimpuan rather than discussion method. ( $t_s = 2,377$ ), categorized as "low."

Secondly, the thesis that is written by Eriani Siregar entitled "The Effect of Grammar Translation Method (GTM) on Students' Achievement in Learning Gerund at SMA Negeri 1 Sipirok." Research found that students' achievement in Learning Gerund is 78, 33. In this research, the result of the research also has evidence that cognitive theory support

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<sup>16</sup> Asmin, *Pengukuran dan Penelitian Hasil Belajar dengan Analisis Klasik dan Modern*, (Medan: Larispa, 2012), p. 158.

hypothesis in this research and the significant difference writing sentences. Its hypothesis is "Hypothesis  $\mu_1 > \mu_2$ : There is significant difference of Grammar Translation Method, Tase Based Language and Contextual Learning Teaching in writing sentence."

## CONCLUSION

The researcher has been done by doing the statistic computing applied data. The statistical analysis that is research is probability rules. After applying the rules may draw the conclusions as follow:

1. The students' score in writing sentences before using Grammar Translation Method in VIII Pa 1 class at Nurul Ilmi is low category. It is provided by the mean score is 38,25. While in the VIII Pa 2 class before using Tase Based Language, it is low category. The students' mean score in the VIII Pa 2 class is 58,60. In the VIII Pa 3 class before using Contextual Learning Teaching, it is low category too. The students' mean score in the VIII Pa 3 class is 58, 47. The last in the VIII Pa 4, the students' mean score is 55,14.
2. The students' score in writing sentences after using Grammar Translation Method in VIII Pa 1 class at Nurul Ilmi is enough category. It is provided by the mean score is 61,04. While in the VIII Pa 2 class after using Tase Based Language, it is high category. The students' mean score in the VIII Pa 2 class is 77,54. In the VIII Pa 3 class after using Contextual Learning Teaching, it is very high category. The students' mean score in the VIII Pa 3 class is 87,85. The last in the VIII Pa 4, the students' mean score is 65,73.
3. Based on the result of research that Contextual Learning Teaching is the best method from Grammar Translation Method and Task Based Learning Teaching. It is proofed b comparative of mean score after use the method in the teaching writing sentences.
4. From the calculation of  $F_{count} = 0,000$ , while  $F_{table} = 0.05$  , so there is positive of significant difference of Grammar Translation Method, Tase Based Language and Contextual Learning Teaching in writing sentence at Nurul Ilmi. So, the hypothesis is accepted.

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