

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter is the final chapter of the research where the conclusions are presented and some recommendations are proposed. Conclusions are based on the data analysis as discussed earlier in Chapter 4. Recommendations are addressed to those who might have another interest or opinion towards the researcher's way on administering and presenting this research.

5.1 Conclusions

This study has explored the use of Grammar Translation Method in teaching reading skills. The result of the method is considered good in developing students' reading test score according to some calculations below.

The experimental class has the initial score of 74.26 in their reading pre-test performances. Several weeks after the pre-test, the experimental class group had its reading post-test in order to know whether their understanding towards the reading material has increased or not. The post-test score shows the result of 91.48, in which there is an increase as a result of the treatment given. The t-test also performed and showed that the t_{stat} or t_{obs} is 6.84005 while the t_{crit} at significance level of 0.05, and with the df 29 is 2.045. It can be said that the t_{obs} is higher than the t_{crit} ; which means that the null hypotheses is rejected. In other words, the Grammar Translation Method develops the students reading comprehension.

In conclusion, there is a significant difference of mean obtained by the experimental group before and after the treatment. In other words, the implementation of grammar and translating in teaching has a significant influence to the reading achievement of the experimental group. This result is in line with Juliarta (2014) in which his research also shows that the students of 7th grade of junior high school shows the better result from the previous cycle of reading activities. The increasing of mean is 5.44 and 6.00 to 7.02 and 7.88.

The questionnaire result is also showing a promising result as the 30 of 33 students in the experimental agreed towards the question “*Saya merasa terbantu dengan aktivitas pembelajaran tata bahasa (tenses) ketika mempelajari teks dalam bahasa Inggris.*”. This result is in line with the research by Wang (2008). One of the discussion shows that both teachers and students support the practice of error correction in the classroom. This is to say that, the students were welcoming and coping well with the method that is adapted from the GTM principals in their reading activity. Several conditions in the questionnaire items have also presented in chapter 4 and the results are also showing that the students can receive the treatment well as their efforts to achieve better reading skill.

5.2 Recommendations

There are several things to consider regarding the result of the research. First of all, this research is based on the needs of the students to comprehend the reading materials properly; therefore it is necessary to expose them with as many as texts types as possible. This is to show them how important knowing these kinds of texts for their life in the future. Once they have the need of reading it is easier to guide them in understanding each of the text through different kind of techniques. This is the part of the teacher to have the willingness to explore and conduct different kinds of methods of instructions in helping the students to develop their reading skills. One of them is the Grammar-Translation Method.

On the other hand, the GTM method can be said an old method since it was established during the 19th centuries, but there are several facts that the characteristics of this method are still applied by some teachers. This method itself is not entirely bad to the students, thus the other alternative method of English teaching is also good for students. GTM might be suitable for the Vocational School students, since they deal a lot with technical terms which can be helped by translating activity in the acquiring process.

Finally, as for the institution, it is very wise to provide teacher and students with equipments and materials for teaching English. That is by providing

the chance and support to the teachers to conduct classroom action research so that the quality of teaching and learning will improve.