

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

According to research findings, using the grammar-translation method improves students' writing recount text competence in second grade students SMP N 4 Kupang. It can be concluded that the application of the Grammar Translation Method (GTM) significantly and positively affects the improvement of students' writing skills. This is evidenced by an increase in scores from the pre-test of (average =63) ,in the post-test (average =90).Statistical analysis using the Paired Samples t-Test indicates a mean difference of 26,74 points, with a t-value of 10.81that is (  $n - 1 = 26$ ) so that the value of t-table is at 1.706 and a significance value (Sig. 1-tailed) = 0.000, which is well below the significant threshold of 0.05. This indicates that the increase in student scores is statistically significant and not due to chance. Thus, the Grammar Translation Method (GTM) can be deemed effective in enhancing students' writing abilities, particularly in the aspects of sentence structure and grammatical accuracy. In addition to the theoretical conclusions, several empirical conclusions can be drawn regarding the actual implementation at SMPN 4 Kupang :

Reduction of first language interference errors : The targeted use of translation exercise successfully helped eight-grade students identify and correct common syntactic errors caused by direct literal translation from Indonesian to English (such as missing auxiliary verbs, incorrect word order in descriptive adjectives, and mismanaged tense markers). Enhancement of Student Confidence in Writing: Although GTM is traditionally perceived as teacher- centered , providing clear, rule-based instructions gave lower-to-intermediate proficiency students at SMP N 4 Kupang a sense of structural security, lowering their writing anxiety because they understood the precise parameters of acceptable sentence composition.

## 5.2 Suggestions

Based on the findings, the researcher made several suggestions for those who participated in this study. A few recommendations for future research might be useful. The following are these suggestions:

1. For Students may use the grammar-translation method to better understand the idea of writing recount texts, with a focus on the tenses used and the shifts between present and past time, and get a better understanding and comprehension of the detail of the whole text.
2. For Teachers of English To facilitate active and creative learning in the classroom, teachers should use a variety of teaching tools. One such tool is the writing of recount texts, for example; students are given themes at random or phrases that are jumbled, ask students to do peer assessment, give students blank text, and ask them to complete the story. Implement Scaffolded Translation Tasks: Teachers should move gradually from sentence-level translation (traditional GTM) to paragraph-level composition, ensuring that students do not remain overly dependent on word-for-word translation. Balance Accuracy with Creativity: While GTM excels at building grammatical correctness, teachers should incorporate brainstorming and mind-mapping techniques before the translation/writing phase to stimulate creative content generation.
3. For the school provide supplementary bilingual reading and writing materials that highlight structural contrasts between Indonesian and English, aiding students in mastering mechanics and syntax more effectively.
4. For Other Researchers Furthermore, the results of this study can be implemented to validate other studies that examine how students rely on the grammar translation method when writing recount texts. There are still gaps in this research, though,

and future studies should be able to look at the application of the Grammar Translation Method to other English language resources and skills. Conduct a longitudinal study or a mixed-methods research design combining quantitative test scores with qualitative classroom ethnography to capture long-term retention of writing skills when GTM is applied alongside modern genres-based approaches.