

THE USE OF GRAMMAR TRANSLATION METHOD IN ENGLISH LEARNING TO THE SUB-DISTRICTS' JUNIOR HIGH SCHOOLS IN TABANAN REGENCY

Gusti Ayu Gede Sukraningsih¹, Ni Nyoman Karmini²
Fakultas Pendidikan Bahasa dan Seni, IKIP Saraswati

Email: gsukraningsih@gmail.com¹; ninyomankarmini@gmail.com²

ABSTRACT

Grammar Translation Method is regarded as the old method that still used particularly at the school in sub-districts area. This research purposed to describe the use of Grammar Translation Method in English learning to the sub-districts junior high schools in Tabanan regency. The subjects of this research were three English teachers and 124 students. The data collection techniques used in this research were observation, interview, and documentation. Qualitative data analysis was applied to analyze the data. In accordance with data analysis, it was obtained that (1) Grammar Translation Method (GTM) was used in learning process includes the phases of observing, questioning, collecting data, associating, communicating, (2) Grammar Translation Method was used to increase students' knowledge and skills in reading and writing. (3) The difficulties faced by the students were utilizing the appropriate vocabulary and structuring sentences. The conclusion of this research is the use of Grammar Translation Method is still required to increase students' capability and skills, especially in reading and writing.

Key words: *Grammar Translation Method, English learning, sub-districts' junior high school*

PENGGUNAAN METODE GRAMMAR TRANSLATION DALAM PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH PERTAMA KECAMATAN DI KABUPATEN TABANAN

ABSTRAK

Grammar Translation Method dianggap sebagai metode lama yang masih digunakan terutama di sekolah-sekolah di wilayah kecamatan. Penelitian ini bertujuan untuk mendeskripsikan penggunaan Grammar Translation Method dalam pembelajaran bahasa Inggris pada siswa SMP kecamatan di Kabupaten Tabanan. Subjek penelitian ini adalah tiga guru bahasa Inggris dan 124 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Analisis data kualitatif diterapkan untuk menganalisis data. Berdasarkan analisis data diperoleh bahwa (1) Grammar Translation Method (GTM) yang digunakan dalam proses pembelajaran yang meliputi tahapan mengamati, menanya, mengumpulkan data, mengasosiasikan, mengomunikasikan, (2) Grammar Translation Method digunakan untuk meningkatkan pengetahuan dan keterampilan siswa dalam membaca dan menulis. (3) Kesulitan yang dihadapi siswa adalah penggunaan kosa kata dan penyusunan kalimat yang tepat. Kesimpulan dari penelitian ini adalah penggunaan Grammar Translation Method masih diperlukan untuk meningkatkan kemampuan dan keterampilan siswa khususnya dalam membaca dan menulis.

Kata kunci: *Grammar Translation Method, pembelajaran bahasa Inggris, Sekolah Menengah Pertama Kecamatan*

Naskah diterima 23 Mei 2023...direview 29 Mei 2023...dinyatakan diterima 30 Mei 2023

INTRODUCTION

Students' ability and skills in English learning haven't indicates high development. Moreover, it designates average or low development in the suburb area. The fact can be seen through students' knowledge and skills in learning English due to the average interest in English competence. It contributes the students have restricted vocabulary, pronunciation ability, and ability in structuring sentences which cause to lack confidence in learning English.

SMP Negeri 1 kerambitan and SMP Negeri 2 Kediri are sub-districts' state junior high schools in Tabanan regency in which SMP Negeri 1 Kerambitan is located in Kuku Village, Kerambitan sub-district and SMP Negeri 2 Kediri is located in Pejaten village, Kediri sub-District. Both of the schools have several academic and non-academic achievements toward language competition in regency level, such as student language achievement contest, book essay, and quiz competition, and scientific writing competition. However, the development of ability and skills in learning English to many students in these schools are still average. The evidence are obtained..

The implementation of learning is inseparable with learning method. The utilization of appropriate method is be able to give holistic and valid learning result towards students' competency. One of method suggested

to be implemented in teaching English to rural junior high schools students is Grammar Translation method (GTM). Grammar Translation Method is assumed as the old method. However, this method is still used by some English teacher in presenting the material and evaluating the learning process because the students' ability in learning English is still low. Mc Millan (in Bambang Setiyadi, 2007) states that even though Grammar Translation Method is often considered an old method, it is claimed that GTM has had a remarkable success. This method is able to help teachers in presenting language material and evaluating the process of learning. In addition, the teacher can reduce the problem of classroom management in which the teacher can teach a class of 35 or 40 students by sitting in rows. The other reason why this method is still implemented because the teachers are able to teach English by using students' first language.

Learning English by using Grammar Translation Method consists of written words existing of isolation. The written words are translated one by one into the foreign language and emphasized to grammatical roles into sentence in a foreign language. The vocabulary in the target language is learned to direct translation by utilizing the mother tongue. The intermediary instruction is the mother tongue which is function to explain the conceptual problems and to discuss in the particular grammar structure. Using mother tongue for the aim of instruction is able to give clear objectives

and clear sense of achievement to the language learners that need the use of mother tongue.

The purpose of learning the target language applying Grammar Translation Method is the ability in reading literature written in the target language achieved by learning the role of grammar and vocabulary of target language. This method concerns in translating, using grammatical forms, memorizing vocabulary, learning rules, and studying conjugation. In line with this, Larsen-Freeman, D. (2000) states that the aim of Grammar Translation Method consists of memorizing verb forms, grammar rules, and vocabulary; ability to read the text; translating from L1 to L2 and from L2 to L1; developing reading and writing skills; and providing students good mental exercise.

Larsen-Freeman (in Bambang Setiadi, 2007) states that the procedure of teaching the target language through Grammar Translation Method includes: (1) the students read the text written in the target language, (2) students translate the passage from the target language to the mother tongue, (3) If the students have questions, the teacher asks students in the native language, (4) students write the answer towards the questions of reading comprehension, (5) students translate new words from the target language to the mother tongue, (6) students are imparted grammar rule applied based on the example, (7) students memorize vocabulary, (8) the teacher demands students to state grammar rule, (9) students memorize the rule, and (10) errors are corrected by providing the right answer

Bahar. K (2013) states that Grammar Translation Method is only good at teaching language rules and will never be good at teaching language skill such as speaking and listening. This method creates a teacher-centered indicating teacher dominates activities in the classroom from explaining the lessons to correcting the students' errors. It means that the lessons provide less opportunity for speaking and listening practice. In addition, Grammar Translation method has beneficial in teaching and learning English, especially in term of accuracy improvement. It is important to learn English accurately, particularly in reading and writing because it is able to improve students' capability in constructing of sentence. The students can read and understand a text easily in order to master grammar through Grammar Translation Method by identifying the structure of sentence in a text (Prasetyo. H, 2015).

Even though GTM is called traditional method, some recent studies have indicated that this method is still applicable now days. The teacher utilizes GTM in language teaching because this method is able to assist students to improve vocabulary mastery and comprehend the text. In addition, GTM could help the students in learning English by reason of the students are able to comprehend new vocabulary better than being introduced in their mother tongue. It can be stated that GTM is able to enhance students' vocabulary, encourage students in creating the statements, and increase text comprehension. However, the students are

still reluctant in stating statement due to the vocabulary restriction. It is expected that the students are able create good communication gradually.

RESEARCH METHODOLOGY

The method used in this research was descriptive qualitative. It was used to find out the comprehensive data in relation to the use of Grammar Translation Method (GTM) in English learning to the sub-districts' junior high schools in Tabanan Regency. The subjects of the research were 124 students and three English teachers. Data collection were carried out by using observation, interview, and documentation. The problems occurred in the process of data collection were determined by the researcher. The process of data collection includes gathering information through observation, interviews both structured and unstructured, and documentation. The instruments used to collect data consist of observation sheet, interview guideline, and documentation. The data analysis in this research applied qualitative data analysis consisting of data reduction, the data display, and conclusion/verification. The acquired data were selected by summarizing, choosing subject matter, concerning on the important things, and finding out patterns and theme.

RESEARCH FINDING AND DISCUSSION

Research Finding

This research were done at SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri concerned on the use of Grammar Translation Method in English learning to the sub-districts' Junior High Schools in Tabanan Regency. The activities involved in learning were observing, questioning, collecting data, associating, and communicating.

In the observation, the reading text was presented by the teacher. Some students were demanded to read the text and the others observed the text. The videos concerning to the material were presented to enhance students' interest and motivation. The students occasionally asked to observe interesting texts or conversations. In relation to these activities, some explanation and examples of the materials were presented by the teacher. It was observed that the teacher still used first language in explaining the material due to the students' restriction of vocabulary mastery.

After observing activity, the students were required to pose some questions in relation to the text observed. In fact, it is difficult for many students to pose the questions due to limitation of vocabulary mastery and structuring good sentence. Motivation and encouragement was afforded by the teacher to facilitate, motivate, and encourage students' ability and skills in posing questions. Several of the questions were not in good structure but the purpose was still able to be understood. The

other students were required to be able to give appropriate answer relating to the questions. The teacher used first language to overcome this problem and still declined the utilization of the native language. After the questioning activity, the students were divided into several groups and given some questions in relation to the reading text. The tasks were carried out by searching information through the text book and discussing the information found. The students' activity in doing the task can be noticed in the following picture:



Picture 1: Students' Activity in doing Reading's Task

The usage of dictionary was essential to help the students in doing the task. They searched difficult vocabulary or phrases found in the reading text or tasks. In addition, they are able to increase their comprehension in using words in sentences, check the spelling of words, improve pronunciation, and enhance reading comprehension.

After collecting information, the process of analyzing and synthesizing were carried out in the phase of associating. In this phase, the students develop interpretation and arguments

towards information found and synthesizing different types of information and arguments to find out conclusion. The teacher is as counselor and motivator. As a counselor, the teacher created convenient in learning environment by guiding and giving attention to the students hence they were able to participate more actively in learning process. In addition, the teacher motivated by giving encouragement, using interesting learning media, and creating cooperative competition among students.

In the phase of communicating, the students were demanded to present the result of observation and conclusion in oral and written. The results of learning activities were presented in the classroom and assessed by the teacher as learning outcomes.

In writing activity, the students were demanded to observe the example of written text in relation to the material. The teacher imparted opportunity towards the students in posing questions based on the fact or information acquired in observing. Some questions of the material were inquired by students concerning to unclear information and additional information. However, only some students were active in posing and answering questions, the others were still felt doubtful and lack of confidence. The teacher demanded the students to carry out the task containing some questions of the material individually. The data were collected by reading the text books, students' work sheet, and dictionary.

The students were required to do the task in the form sentences in relation to the material. During the activity, the teacher played the role as counselor by giving guidance to the students. Based on the observation and interview towards the teacher and several students, the difficulties in making good sentence were still found involving utilizing the appropriate vocabulary and structuring sentences in good grammar. The usage of dictionary was suggested by the teacher to solve students' difficulties. Then, each group represented by one or two students were asked by the teacher to write down the answer on the whiteboard or state the answer orally. Finally, the teacher concluded the material by writing down on the whiteboard. The students' activities in doing the task can be observed in the following picture:



The teacher occasionally asked the students to translate sentences from English to Indonesian. The formula, for example the formula of Simple Present Tense was introduced and explained the purpose as well as the usage. The students were demanded to memorize role of the tense. The teacher also provided the example of the sentences and the translation before giving some

sentences to be translated and correcting students' errors. In addition, Simple reading passage for translation was sometimes introduced previously.

DISCUSSION

The main activity of learning was carried out in the phases of observing, questioning, collecting data, associating, and communicating. The students were demanded to observe the texts in relation to the material, posing and answering question in relation to observing activity, conducting the task individually, and communicating the task in the form of written and oral presentation. Some explanations, guidance, and motivation were imparted by the teacher in target language due to the teachers' intention to enhance student's interest and encouragement to gain a lot of vocabulary through various kinds of sources and practicing making sentence in good English intensively.

The difficulties were still faced by the students in making good sentence including utilizing the appropriate vocabulary and structuring sentences in good grammar. In relation to this fact, the teachers used first language in explaining the lessons, guiding the students in learning process, and encouraging the students' motivation in making sentences. In addition, the usage of dictionary was suggested by the teacher to solve students' difficulties in doing the tasks.

The roles of teachers in learning process were as counselor and motivator. The teachers motivated the students by giving encouragement, using interesting learning media, and creating cooperative competition among students. In addition, the teacher also create convenient learning environment hence the students are able to gain good cooperation each other. This situation can enhance students' confidence in learning target language in which students are free to express their statement from first language to target language.

CONCLUSION

Grammar Translation Method is still used by the teachers in the process of learning in SMP Negeri 1 Kerambitan dan SMP Negeri 2 Kediri. This method is implemented in teaching reading and writing by applying the activities of observing, questioning, collecting data, associating, and communicating. The difficulties faced by the students are utilizing the appropriate vocabulary and structuring sentences in good grammar. The use of first language is dominantly carried out by the teacher in presenting material, motivating students, and guiding task settlement in the process of learning. The teacher intended to increase students' interest and motivation to obtain a lot of vocabulary through some sources and practicing creating sentence in good English. Viewing to the purpose of Grammar Translation Method, the teacher required the students to memorize grammar rules and vocabulary in developing reading and writing skills. In addition, the teachers applied activities in relation to the procedure of this method

involving presenting grammar rule implemented in accordance with the examples, asking the students to memorize the rule, and correcting students' errors. Based on the research finding and discussion, the difficulties faced by the students are utilizing the appropriate vocabulary and structuring sentences in good grammar hence the use of Grammar translation Method is still very important to improve students' knowledge and skills mostly in reading and writing. Despite considered an old method, Grammar Translation Method is still implemented at Junior High School particularly in sub-district area. This method is still assumed preferable than well developing method in English learning.

ACKNOWLEDGEMENT

The completion of this article is not possible without the encouragement of others hence the researcher would like to present gratitudes. First of all, to God Almighty for guiding, directing the path up to this point and create all things possible. Beside that, deep honours are dedicated to (1) English Education Department, Faculty of Language and Art, IKIP Saraswati for the chance given; (2) the principal of SMP N 1 Kerambitan and principal of SMP N 2 Kediri for the opportunity provided to carry out this research in the schools; (3) the English teachers who teach in SMP N 1 Kerambitan and SMP N 2 Kediri for the opportunity and support during the research; and (4) the family for supporting to create this article.

REFERENCES

- Bahar, A. K. (2013). *The Communicative Competence-Based English Language Teaching*. Yogyakarta: Trust Media.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching (Fourth Edition)*. Harlow, United Kingdom: Pearson Education Limited.
- Freeman, Larsen, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching (3rd ed.)*. Oxford: Oxford University Press.
- Macmillan. 2002. *What is Grammar Translation Method*
- Prasetyo (2015). *The Implementation of Grammar Translation Method (GTM) And Communicative Language Teaching (CLT) In Teaching Integrated English*. Indonesian EFL Journal Volume1, Issue2, Pages 170 - 182
- Setiadi, Bambang. 2007. *Tefl 1*. Jakarta: Universitas Terbuka.