

THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD IN TEACHING AND LEARNING ENGLISH TO THE STUDENTS OF SMK SARASWATI 3 TABANAN

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ABSTRACT

This research aimed at describing the implementation of Grammar Translation Method in teaching and learning English to the students of SMK Saraswati 3 Tabanan. The subjects of this research were two English teachers and 60 students. The data were collected by utilizing the techniques of observation, interview, and documentation. The data acquired were analysed qualitatively by using qualitative data analysis. The result of this research indicated that: (1) The use of the Grammar Translation Method is still often used, considering the students' competence was still average in understanding the function of grammar's rules and vocabulary mastery, particularly in reading and writing; (2) Bilingual teaching is carried out to improve students' knowledge and skills; and (3) The students are required to be able to translate reading texts correctly and make sentences in correct grammar rather than fluency in language and communication. The conclusion of this research is that the implementation of the Grammar Translation Method is still used in teaching and learning to improve students' competence in applying the function of grammar rules and vocabulary mastery, particularly in reading and writing. However, Grammar Translation Method prioritizes on applying the function of grammatical rules and improving vocabulary mastery than communication and pronunciation. Therefore, this method is recommended to be adapted by combining with other methods.

Keywords: implementation, grammar translation method, teaching and learning English

PENERAPAN GRAMMAR TRANSLATION METHOD DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA INGGRIS TERHADAP SISWA SMK SARASWATI 3 TABANAN

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan Grammar Translation Method dalam pengajaran dan pembelajaran Bahasa Inggris kepada siswa SMK Saraswati 3 Tabanan. Subjek penelitian ini adalah dua guru Bahasa Inggris dan 60 siswa. Data dikumpulkan dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis secara kualitatif dengan menggunakan analisis data kualitatif. Hasil penelitian ini menunjukkan bahwa: (1) Penggunaan Grammar Translation Method masih sering digunakan, mengingat kompetensi siswa masih rata-rata dalam memahami fungsi kaidah tata bahasa dan penguasaan kosa kata, khususnya dalam membaca dan menulis; (2) Pengajaran bilingual dilakukan untuk meningkatkan pengetahuan dan keterampilan siswa; dan (3) Siswa dituntut untuk dapat menerjemahkan teks bacaan dengan benar dan membuat kalimat dalam tata bahasa yang benar daripada kefasihan dalam berbahasa dan berkomunikasi. Kesimpulan dari penelitian ini adalah bahwa penerapan Metode Grammar Translation masih digunakan dalam pengajaran dan pembelajaran untuk meningkatkan kompetensi siswa dalam menerapkan fungsi kaidah tata bahasa dan penguasaan kosa kata, khususnya dalam membaca dan menulis. Namun, Grammar Translation Method lebih mengutamakan penerapan fungsi kaidah tata bahasa dan peningkatan penguasaan kosakata daripada komunikasi dan pelafalan. Oleh karena itu, metode ini disarankan untuk diadaptasi dengan menggabungkannya dengan metode lain.

Kata kunci: implementasi, grammar translation method, pengajaran dan pembelajaran Bahasa Inggris

INTRODUCTION

Reading and writing are the important skills due to the importance of both in providing opportunity to obtain knowledge through learning. Now days, students' competence in English reading and writing show average development. Moreover, it indicates low development in the suburb or rural area. The fact can be seen through students' knowledge and skills towards reading and writing. It is caused by the students' interest in both competence is still average or low. It contributes the students have limited vocabulary and competence in stating or creating sentence that cause to low confidence in English reading and writing.

Reading is able to motivate the students to obtain a lot of information, improve vocabulary, and improve grammar and spelling. Meanwhile, writing is important to enrich students' vocabulary and improve the competence to arrange and structure sentences. The facts have been applied by the reading texts and writing tasks presented in the text book aimed to enhance students' competence. Nevertheless, many students still have lack of awareness to understand the effort in which many students still show boredom of reading text and writing task. To overcome this problem, Grammar Translation Method is still applied in teaching and learning process.

Translation Method implemented in learning involves written words existing of isolation. The written words are translated one by one into the foreign equivalents and asserted according to grammatical rules into sentence in a foreign language. The vocabulary in the target language is learned to direct translation through the mother tongue. Whereas reading in the target language is translated directly and discussed in native language. The intermediary instruction is

the mother tongue functioned to explain the conceptual problems and to discuss in the particular grammar structure. Utilizing the 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.

Grammar Translation Method is regarded the old method but this method is still used. Some of English teacher still utilize this method to present the material and evaluate the learning process considering the capability of the students in learning English is still low. Even though Grammar Translation Method is often considered an *old-fashion* method, it is claimed that the Grammar Translation Method has a remarkable success (Mcmillan, in bambang Setiyadi, 2016).

The objective of Grammar Translation Method is regarded suitable in teaching English. According to Larsen-Freeman, D., 2000, the purpose of this method includes: (1) memorizing verb forms, grammar rules, and vocabulary; (2) ability to read the text; (3) translating from L1 to L2 and from L2 to L1; (4) developing reading and writing skills; and (5) providing students good mental exercise.

Jeremy Harmer (2007) states that there are several things emphasizing Grammar Translation Method including: (1) Language is treated at the level of the sentence only, with little study, certainly at the early stages of longer text; (2) There was little if any consideration of the spoken language; and (3) Accuracy is considered to be a necessity. In line with this, Prator and Murcia (in Brown, 1987: 75) state the characteristics of Grammar Translation Method consist of: (1) Classes are taught in mother tongue with little active use of the target language; (2) Vocabulary is taught in the form of lists of isolated words; (3) Long elaborate explanations of

the intricacies of grammar are given; (4) Grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words; (5) Reading of difficult classical texts is begun early; (6) Little attention is paid to the content of texts treated as exercises in grammatical analysis; (7) Often the only drills are exercises in translating disconnected sentences from the target language to the mother tongue; (8) Little or no attention is given to pronunciation; and (9) The focus is more on accuracy than fluency.

Meanwhile, Larsen-Freeman (in Bambang Setiadi, 2016) argues that the procedure of teaching the target language by using Grammar Translation Method including: (1) Students reads the text written in the target language; (2) Students translate the passage from the target language to the mother tongue; (3) The teacher asks students in the native language if the students have any questions; (4) Students write out the answer to reading comprehension questions; (5) Students translate new words from the target language to the mother tongue; (6) Students are given a grammar role applied based on the example; (7) Students memorize vocabulary; (8) The teacher asks students to state the grammar role; (9) Students memorize the role; and (10) Errors are corrected by providing the right answer.

In relation to vocabulary mastery, Bambang Setiadi (2016) states that with the mastery of vocabulary at the level of 4000 words and the right grammar of the available themes, the students are able to: (1) understand and interpret short and simple oral texts in the forms of conversation, narration and description; (2) express their feeling and share ideas fluently and appropriately about certain topics in conversation; (3)

understand and interpret written texts in the forms of conversation, narration, description, argumentation and other forms such as schedule, ticket, notice, manual guide, brochure, content of books, table, diary, and leaflet; (4) present information, concepts and ideas of various topics in a written form of 500 words at length; and (5) use English for pleasure and self-enrichment.

Based on the explanation above, it can be stated that the purpose of learning English using Grammar Translation Method is to enhance competency to read and write literature in the target language that can be obtained by learning grammar roles and vocabulary of target language. This method emphasizes in translating, grammatical forms, memorizing vocabulary, learning rules, and studying conjugation.

RESEARCH METHODOLOGY

The method used in this research is descriptive qualitative utilizing to collect the comprehensive data towards *The Implementation of Grammar Translation Method in Teaching and Learning English to the Students of SMK Saraswati 3 Tabanan*. This school is a Vocational High School located at Jalan Pahlawan No. 2 Tabanan, Bali. There are 2 departments in SMK Saraswati 3 Tabanan consisting of Culinary and Hospitality Departments. The subjects of the research were 60 students and two English teachers. In the procedure of collecting data, the researcher carried out some activities consisting of classroom observation, formal and informal interview, and providing documentation.

The data were collected by using instruments of observation, interview, and documentation. The data instruments utilized in this research can be noticed in the following table.

Table 1. Matrix of Data Collection

No	Data	Instruments	Respondent
1	The Implementation of Grammar Translation method towards teachers' activities.	Observation and interview	Teacher
2	The Implementation of Grammar Translation method towards students' activities.	Observation and interview	Students
3	The Implementation of Grammar Translation Method in teaching and learning	Observation documentation and	Teachers and sstudents

The data were analyzed by using qualitative data analysis suggested Miles & Huberman (in Sugiono, 2013) involving data reduction, the data display, and conclusion/ verification. The complex and complicated data were reduced by summarizing, choosing subject matter, focusing on the important things, and finding out patterns and theme. The data were displayed narratively meanwhile verification was encouraged by reliable and consistent evidence.

RESEARCH FINDING

In Merdeka curriculum, English is established as compulsory subject at all levels of education including vocational schools. In Vocational High school, it is purposed to enhance students' English language competency which is useful in the world of work and self-development in the future. SMK Saraswati 3 Tabanan is a Vocational High School consisting of Culinary and Hospitality Department. The English teachers generally utilized the English for Specific Purposes (ESP) approach adjusted to the needs and industry of the students. It was done to support students' career and interaction in the future. ESP Approach focused on teaching language in context aimed to improve students' competence to use language effectively in real-world situations. The roles of the teachers

in the process of teaching and learning were as facilitator, motivator, and a guide.

The finding in this research focused on the implementation of Grammar Translation Method in teaching and learning English. Based on the objective of Grammar Translation Method, this method was applied majority in reading and writing. The data were found by carrying out observation, interview, and documentation. The observation started in the tenth grade of Culinary Department. In the observation, the reading text containing material recount text were presented by the teacher. Several students were asked to read the text and the others observed the reading text. After observing activity, the students were demanded to formulate the problems observed through the text by posing some questions. Many students still had difficulty to pose the questions because they still have obstacles in asking questions in good English grammar and using appropriate vocabulary. The teacher motivated and facilitated the students by giving encouragement and guidance. The teacher utilized target language dominantly in motivating and facilitating the students. Some of the questions posed by the students were not in good grammar however the meanings were able to be understood and so were the answers. Meanwhile, the students were also directed to be able to develop the source of problems presented through the

reading text by providing task.

The difficulties were found, specifically the ability to speak target language in good grammar and choose the appropriate vocabularies. The teacher utilized target language to solve this problem and the usage of the native language was minimized. After questioning activity, the students were divided into several groups and imparted some questions related to the reading text including answering comprehension questions, completing sentences in the target language based on their understanding of the grammar and vocabulary from the reading text, and translating the passage from the target language to the mother tongue. The task was carried out by finding out information through the text book, dictionary, and discussing the information found. In the post activity, the teacher and the students concluded the material by creating summary on grammatical analysis and identifying grammatical features presented in the text.

In writing activity, the students were demanded to observed the example of written text containing recount text and Simple Past Tense. The students were demanded to pose some questions related to the text and the others were required to be able to answer. In questioning activity, some students still faced difficulties related to their grammar ability and vocabulary mastery.

In this activity, the students were required to write down their task. To encourage students' competency, some guidance was given by the teacher in target language. The difficulties in making good sentence were still found, such as utilizing the appropriate vocabulary and structuring sentences in good grammar. The usage of electric dictionary was suggested by

the teacher to overcome the difficulties. After the task were submitted, the teacher required several students to present their task orally. In the post activity, the teacher guided the students to conclude the material by stating grammatical structure and grammatical transformation, and correcting errors. The teacher's and students' activity in concluding material be seen in the picture below.



Picture 1: Concluding Material in the Process of Teaching and Learning

In grade X of Hospitality Department, teaching and learning activities were done by applying reading activities in the form of descriptive text containing Simple Present Tense. In relation to main activity, the students were demanded to observed the example of descriptive text presented by the teacher. Some students asked the difficulties of the text and the teacher encouraged the other students to state the answers. Then, the students were demanded to carried out the task containing some questions in relation to the material individually. The data were collected by reading the text shared by the teacher and reading other sources. After the task were collected the students guided by the teacher to concluded the material involving: stating grammatical rules, comparing grammatical structure, and making several bilingual vocabulary lists based on the reading text. The main activity towards reading competency can be seen in the following picture.



Picture 2: Observing Activity Carried out by the Students

Meanwhile, the writing activity was done in the phases of observing descriptive text on the text book, asking the difficulties based on the material observed, resolving the task individually, and presenting the task in the form of writing. In the main activity, some explanations, guidance, and motivation were imparted by the teacher in mother tongue and target language. It was done due to the teacher 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 grammar intensively.

Based on the interview towards the teachers and students, it was found that the students still faced difficulties both in reading and writing, majority in creating good sentences. It was due to some or even many students still had limited vocabulary mastery, lack capability in utilizing appropriate vocabulary, and their difficulties in structuring sentences in good grammar. To overcome students' problems on lack of vocabulary mastery and using appropriate vocabulary, the teachers carried out some efforts including: utilizing various vocabulary instruction, encouraging students' opportunities to use words in different

contexts, connecting new vocabulary to real life, encouraging students to learn new words, and using online technology. Meanwhile, in relation to students' difficulties in structuring sentence using good grammar the teacher carried out some efforts such as: indicating students' grammar error, giving explanation about grammar completed with examples, and inform the students about grammar function in communication.

Discussion

Viewing to the purposed of this research on the implementation of Grammar Translation Method in learning English to the students of SMK Saraswati 3 Tabanan, the result obtained towards data analysis indicated that Grammar Translation Method is still used in the process of learning, particularly in reading and writing. This method is able to enhance students' interest and encouragement during the learning. It is caused by most of students' competence was average, some was low, and only several was good. They still have difficulties in stating sentence, posing questions, writing sentence in good English Grammar and appropriate vocabulary. To overcome this problem, the

teachers encouraged and guided the students by providing short and brief explanation on grammar rules and let the students to find out difficult word through dictionary. In this point, it can be stated that grammar Translation Method can be used to increase students' competence towards reading and writing in target language by learning grammar rules and vocabulary in target language. In addition, it was hard for the students to comprehend teachers' explanation or statement in target language. Teaching in bilingual was still required to increase students' knowledge and skills majority in reading and writing.

However, this method emphasized on the comprehending the function of grammatical rules and memorizing vocabulary list through translation of reading text. Consequently, the students acquired lack competency both in communication and pronunciation. The students are encouraged to obtain accuracy of translation on the reading text and creating sentences in a good grammar than obtaining the fluency. It can be stated that the successful of this method is not to create students to communicate utilizing the target language, but comprehend the reading text and grammar rules. Therefore, the use of Grammar Translation Method has to be combined to other methods in order to create better competency, majority in reading and writing.

CONCLUSION

In the process of teaching and learning, Grammar Translation Method was utilized by the teacher in explaining the lesson, motivating the students to express the sentence in good English, and guiding to carry out the task. It was carried out due to the teachers' intention to improve students' competence

towards vocabulary and applying to create sentences in good English. In relation to the purpose of Grammar Translation Method, the teachers required the students to memorize the grammar rule, verb forms, and vocabulary. In addition, the students were also demanded to develop reading and writing skills. However, this method emphasized on applying the function of grammatical rules and improving vocabulary mastery but pay less attention in communication and pronunciation. Based on that reason, the use of Grammar Translation Method has to be combined to other methods in order to improve students' competence, particularly in reading and writing

ACKNOWLEDGEMENT

The completion of this article is not be possible without the support of others. Because of this, the researcher would like to address gratitude. First of all, to God the Almighty, who guided, directed the path up to this point and made all things possible. In addition, deep appreciation should go to (1) English Education Department and Indonesian Education Department, Faculty of Language and Art, IKIP Saraswati for the chance given; (2) the principal of SMK Saraswati 3 Tabanan, Ida Bagus Cahya Ambara Jaya, S.S., M.Hum. for the opportunity given to carry out this research; and (3) the English teachers teaching in SMK Saraswati 3 Tabanan, for their opportunity and encouragement during the research.

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