



WHAT NON-ENGLISH STUDENTS SAY ABOUT GRAMMAR TRANSLATION METHOD (A STUDY AT SCHOLARSHIP PROGRAM)

Herman Resyadi^{1*}

¹Department of English Education, Institut Agama Islam Negeri Bone, Indonesia

*Corresponding Author Email: hermanresyadi24@gmail.com

Abstract

This research attempts to show the effect of Grammar Translation Method (GTM) on non-English students at scholarship program. Open response questionnaire become the main instrument to collect the research data which involving 29 students from Arabic and Islamic Education at 4th semester. The data of the research are analyzed using textual analysis to give brief description of the students' response. This research concludes that the GTM is beneficial for the students' basic English knowledge and motivation as well as their English improvement in writing and reading, however the method is fail to improve the students' communicative skills due to the lack of communicative focus in GTM.

Keywords: grammar-translation method; reading comprehension; reading motivation

INTRODUCTION

English nowadays is considered not only as an international language for communication, but also as an important aspect to be acquired by the students. In the higher education context especially in university, English become an essential part in learning. There are a lot of learning references available in English, international seminars which use English as a main language, and also some university invite international lecturer as a key note speaker. Therefore, students have to improve their English skills both orally or written. It is to support the academic field and to sustain the quality of self-skill after graduation (Thariq, Husna, Aulia, Diusfi, & Yuhdi, 2021).

In attempt to improve the quality of university students, the Indonesian government organize a program for the students who achieve scholarship. This program is popularly called Kartu Indonesia Pintar (KIP) for the students who have good academic progress in high school. In this program, the students are free from the college fee, tuition assistance and living cost during the study. Additionally, it also provides an English training to improve value of academic skills. The English training include the Basic English and TOEFL training. Hence, these programs obviously support the ability of the students to have English proficiency better.

In this research, the researcher implemented the Grammar Translation Method (GTM) for the scholarship class. This method was implemented as a teaching method for the Basic English scholarship program subject for ten meetings. To be more specific, a fundamental principle underlies the GTM as a traditional or classical method which approach on the grammar rules and then apply the knowledge by the translating the text to the target language. According to (Kamis et al., 2019). GTM is a pedagogical method that facilitates learning of language skills, making foreign language more comprehensible and easier to understand. The main purpose of this method is to enable the students to read and then translating the literature into the target language. Then, this method have strong bounds between the source language and the target language, where the source language determine the success of the target language.

There are several objectives of the GTM offers in the teaching and learning context. As reported by Kong (2011) GTM develop the students' reading skill in the target language, creating good basic academic skill and concept of the target language, and improving the students' accuracy in systematic grammar knowledge. Even though the GTM provides many advantages

on its use, it also has weakness that may harm the students' English communication skill. This method does not focus on aspect of communication, it only lies on the grammatical and written skill. Additionally, the GTM put more attention to forming the sentences into the target language rather than to their context. Moreover, the result of GTM is cannot fully use for communication purpose (Chang, 2011). In short, the GTM is the two sides coin which have positive side and the negative side.

To provide the clear objectives, this research encompasses on the effect of the GTM to the students' basic English skill. The priority of the research here is to review the students' response about the implementation of GTM in classroom. The researcher argues this research has positives substantial values for non-English students especially for building basic literature knowledge in English.

RESEARCH METHOD

This research employed a descriptive report which involving 29 students from Arabic and Islamic Education at the 4th semester. To obtain the research data, the researcher distributed open response online questionnaire and also conducted observation see the effect of GTM on non-English students at scholarship program. In analyzing the data, the researcher used textual analysis to explain the brief description of the result on GTM implementation.

FINDINGS

Question 1

Bagaimana menurut Anda tentang penerapan metode GTM selama pembelajaran?

(How do think about the implementation of GTM during learning)

Students' Response:

Metode yang digunakan cukup efektif bagi kami khususnya yang sama sekali belum memiliki dasar berbahasa Inggris

(This method is quite effective for us, especially for those who do not have basic English knowledge)

Metode yang cukup baik, menyampaikan setiap materi pembelajaran secara sederhana tanpa harus memikirkan terlebih dahulu materi-materi yang susah yang berkaitan dengan materi yang dipelajari

(The method is good enough, the material was given in simple way without have to think the difficult materials related to the current learning material)

Alhamdulillah metode yang bapak gunakan sangatlah baik menurut pandangan saya karena membuka wawasan berbahasa Inggris, teratur dan lebih membangun cakrawala.

(Thank God, the method that the researcher given was very good in my own opinion, because it enlarge the English knowledge, systematic and more improving knowledge)

Menurut saya metodenya sudah sangat tepat dan paling cocok untuk diterapkan dalam mengajar para pelajar yang memang betul-betul tidak mempunyai dasar berbahasa Inggris.

(I think the method is really suitable and fit to be implemented in teaching the students who do not have basic English)

The question 1 examined how the students response to the GTM implementation during learning activity. Based on the students' response it is undoubtedly clear in the case that the students have positive response toward the implementation of GTM. They say that the GTM is very good and suitable for the students who do not have good Basic English. Additionally the GTM provides the

students systematic way of learning English which can improve their English knowledge. As in the previous study by Fereidoni, Baniadam, and Tadayyon (2018) which report that the students have positive attitude toward learning English using GTM where the students satisfied with the implementation of GTM is non-English classroom. There is a considerable evidence by Durrani (2016) who find GTM can strengthen the students' response where the students are more favorable using GTM in learning English, the students belief that learning using GTM is useful for them. As also suggested by Khan and Mansoor (2016) that no doubt the GTM is very helpful for the students at the college level because GTM provide an entrance for the students' to get in the English world. Hence, the GTM is suitable for the students because it offers the students basic framework for learning English as well as the students are more favorable learning English by GTM.

Question 2

Apakah anda memiliki peningkatan kemampuan berbahasa Inggris setelah belajar menggunakan GTM?

(Do you have any English improvement after learning English using GTM?)

Students' response:

Benar, sedikit demi sedikit kami mulai memahami dasar-dasar dalam berbahasa Inggris
(That is right, gradually we understood the basic English)

Tentu ada, ada beberapa hal/materi yang sebelumnya cukup membingungkan namun setelah adanya bimbingan, bisa menghilangkan kebingungan tersebut misalnya mengenai penggunaan IN, ON, AT.

(Of course, there are several materials that quite confusing but after the learning I do not confuse anymore for instance about the use of IN, ON, AT)

Alhamdulillah iya, selama bapak mengajar saya mengalami sedikit peningkatan dalam berbahasa Inggris terutama pada kosa-kata, saya banyak menemukan kosa kata yang baru.

(Thank God yes, during the learning I have improvement in English especially on the vocabularies, I gain new English vocabularies)

Iya, secara umum selama ini penggunaan beberapa kalimat maupun adjective maupun adverb hanya saya ketahui secara umum. Alhamdulillah saya telah bisa membedakan makna secara khusus minimal menceritakan diri sendiri.

(Yes, all this time generally I only know some sentences and adjective as well as the adverb in common. Thank God, now I can distinguish the specific meaning in English, at least I can describe myself)

Pengetahuan saya meningkat khususnya mengenai penggunaan On, In dan At
(My English knowledge is improved, especially how to use the On, In, and At)

Iya, yang awalnya tidak tau kata atau penempatan kata dalam bahasa Inggris kini sudah ada sedikit pengetahuan dan intinya lebih sedikit mengerti dan tidak kaget ketika menemukan kalimat yang berbahasa Inggris.

(Yes, at the beginning I do not know or putting the right words in English, but now I have bit English knowledge and more understand as well as I am not surprised anymore if in find English sentences)

The question 2 observed the students' English improvement after using GTM during the learning activity. A valid point from the students' response that they have improvement on their basic

English, they are already understand some grammatical rules, improved vocabulary size, and they can distinguish how to use different part of speech in simple sentence. Result from earlier study by Khamkaew (2022) indicated that the GTM could be beneficial for the students from lack of exposure to English. Additional support says that GTM are extremely effective to improve the students' English skills not only the writing and reading skill (Khan & Mansoor, 2016). Additionally, Gamage (2020) put the case for GTM can be effectively incorporated into current pedagogical practice to maximize the learning outcomes. Therefore, based on the findings and the students' response it can be conclude that GTM can improve the students' English knowledge in terms of the skills as well as the language elements.

Question 3

Apakah Anda merasa nyaman menggunakan GTM dalam belajar bahasa Inggris?

(Do you feel comfortable using GTM in learning English?)

Students' response:

Sangat nyaman sebab proses penyampaian materi tersusun secara sistematis dan mudah untuk dipahami

(I feel very comfortable because the process of delivering the material is organized systematically and easy to understand)

Iya nyaman karena penyampaiannya yang mudah untuk dimengerti.

(Yes, I feel comfortable because the way material given is easy to understand)

Cukup bagus dan nyaman jika untuk pemula seperti kami yang memang harus mulai belajar dari materi yang paling dasar.

(Good enough and comfortable for the beginner like us which really have to strat from the very basic of the materials)

The questions 3 inspected the students' feeling in using GTM during the learning activity. The analysis of the data on the question 3 strongly suggest that the students feel comfortable using GTM in learning English. It is because GTM provides the systematic organization of understanding the English material. The students' also feel at ease using the GTM because it is suitable for the beginner. The research finding also support the students' statement which exposed that the students are more comfortable using GTM in the non-English classroom, and the students do not have any anxiety learning using GTM (Fereidoni et al., 2018). In the same study Khamkaew (2022) states that using GTM in the classroom can be useful for the students who have insufficient motivation of language. The method give the students more opportunities to practice English for the students who lack of confidence in using English. So, it can be determined that the GTM provides learning convenience for the students which can improve motivation and reduce students' anxiety.

Question 4

Apa kekurangan dari penerapan metode GTM di dalam pembelajaran?

(What are the lack of GTM in the learning activity?)

Students' response:

Dikarenakan kondisi pandemic maka kelas yang seharusnya offline dilaksanakan secara online, sehingga kurang efektif. Namun tidak mengurangi pemahaman dan peningkatan dalam bimbingan ini.

(Because under the pandemic condition, the class which is should be offline was conducted online, so it less effective. However, this is not a serious problem for my understanding and improvement during learning)

Kalau kekurangan mungkin hanya dari segi bercakap kami yang kurang, karena terkadang kami mengucapkan kata atau kalimat bahasa Inggris namun kurang tepat dan tidak ada pembedaan... (The lack only lies on our less speaking performance, because sometimes we say incorrect words or sentence in English but we do not get any correction)

...Kurang maksimal proses pembelajaran tersebut dan kurangnya praktek berbicara yang dilakukan secara langsung oleh mahasiswa (...the learning activity is less maximal and lack of speaking practice which should be done directly by the students)

Menurut saya pribadi, tidak terlalu memahami penjelasan jika lewat online, karena terkendala jaringan putus-putus (in my personal view, I do not really get the explanation on the online class, because unstable network)

Kekurangan dalam bimbingan adalah materi yang tidak dimengerti karena belajar online jadi pembelajarannya kurang efektif (The lack of the learning activity is the material is difficult to understand in online classroom so the learning is less effective)

The question 4 studied about the lack of GTM in the learning activity. Based on the students' response there are some indications that the GTM is not really suitable for online learning, there are several problems can occur in implementing GTM online. The unstable network became one of the main problem, and also the students say they are difficult to have great focus on online learning. In addition, the students reported that GMT is less of speaking performance and correction the incorrect speaking. Recent research by Spahui and Kryeziu (2021) has made great strides toward GTM in online classroom which was less effective in preparing the students to use their target language communicatively. Eisa (2020) made a strong case on the GTM which was unable to build communicative interaction between the students and the teacher in EFL classroom. A great deal evidence also come from Omar (2019) found that GTM method in fact has proven a failure in assisting the students to use English communicatively. By analyzing the several findings from the research, it can be seen that the lack of implementing GMT is the less communicative activity performed by the students, either it is on the online of offline class.

CONCLUSION

The research has examined the effect of GTM on the non-English students at scholarship program. Here the researcher can conclude that the students are convenience with the use of GMT which can provide them comfortable way of learning basic English. It is also can improve the students' English knowledge in terms of grammatical and vocabulary knowledge. Even though the method is very useful and offers some advantages however this GTM is fail in helping the students to improve their English speaking performance. Since this method is lack of communicative activity, a tentative suggestion might be the educators can add some activities or exercises which can boost the students' communicative skill. Hence, a further research is necessary to establish a clearer findings on the effect of GTM in the English teaching and learning environment.

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