
IMPROVING STUDENTS' ABILITY TO IDENTIFY PARTS OF SPEECH THROUGH GRAMMAR TRANSLATION METHOD

A. Eritme Yustika Abrar¹, Sri Wahyuni Thamrin²

^{1,2}Universitas Muhammadiyah Bulukumba

^{1,2}Jalan Jend. Sudirman, No. 1, Bulukumba, Sulawesi Selatan

Email: andieritmeyustika.abrar@gmail.com¹, sriwahyunithamrin@gmail.com²

Abstract:

The method of this research is Classroom Action Research that consists of two cycles. This research investigates the students' ability and achievement to identify verbs, nouns, and adjectives in the sentences through the Grammar Translation Method as a teaching media at the Second Semester Students of Bulukumba Muhammadiyah University. The subject of this research was 36-second semester students of class 19A of Bulukumba Muhammadiyah University. The instruments of this research are a written test and observation sheet. The research findings show that the students' scores in identifying parts of speech before implementing the Grammar Translation Method were 67.6 (fairly good). Still, after applying the method, the students' score in cycle I became 74.2 (good), and in cycle II, the students' score improved to 83.7 (Very Good). The students' participation in the teaching and learning activities also improved every meeting. In the first meeting of the cycle, I was 53.7% and then became 88.2% in the fourth meeting of cycle II.

Abstrak:

Metode penelitian ini adalah Classroom Action Research yang terdiri dari dua siklus. Tujuan penelitian ini dimaksudkan untuk mengetahui kemampuan dan prestasi mahasiswa untuk mengidentifikasi kata kerja, kata benda dan kata sifat dalam kalimat melalui Metode Penerjemahan Tata Bahasa sebagai media pengajar pada Mahasiswa Semester II Universitas Muhammadiyah Bulukumba). Subjek penelitian ini adalah angkatan 19A pada Mahasiswa Semester II Universitas Muhammadiyah Bulukumba yang terdiri dari 36 mahasiswa. Instrumen penelitian ini adalah tes tertulis dan lembar pengamatan. Temuan penelitian ini adalah nilai siswa untuk mengidentifikasi bagian-bagian pidato sebelum metode terjemahan tata bahasa aplikasi adalah 67,6 (cukup baik), tetapi setelah menerapkan metode skor siswa dalam siklus I menjadi 74,2 (baik) dan pada siklus II nilai siswa meningkat hingga 83,7 (Sangat Baik). Partisipasi siswa dalam mendengarkan pengajaran dan pembelajaran juga meningkatkan setiap pertemuan, di mana pada pertemuan pertama siklus I adalah 53,7% dan kemudian menjadi 88,2% dalam pertemuan keempat siklus II.

Keywords:

Speech Through, Grammar Translation Method

How to Cite: Abrar, A. E. Y. & Thamrin, A. W. (2020). Improving Students' Ability to Identify Parts of Speech through Grammar Translation Method: (A Classroom Action Research at the Second Semester Students of Bulukumba Muhammadiyah University). *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 23(2), 319-327. <https://doi.org/10.24252/lp.2020v23n2i11>.

INTRODUCTION

Today's fast-growing world demands the educational world to develop more innovative and creative methods to produce people with appropriate competency. In the recent few years, we have been amazed by the great breakthrough of Quantum Learning, Quantum Teaching, and Accelerated Learning pioneered by Bobbi De Porter and Micke Henarcki which introduced more contemporary and effective ways of optimizing brain potentials. More people from many backgrounds, educators, researchers, psychologists, experts, and even scientists develop a learning and teaching system that can touch what is considered the more substantial point and the real aim of education; meaning. This finally offers what so-called analytical thinking and writing; a method that works which is believed to align our teaching grammar methods with the nature of the composing process. So both students and teachers better understand the connections between theory and its implementation in the educational world.

The teacher is an essential component of the learning process. But, the facts in the learning process, the English teachers still implemented conventional methods which are considered the most appropriate method to gain the target learning outcomes set by the curriculum. As the result, most of the students only have problem-solving ability that follows the example given model. When the students face a different form of the problem, they seem difficult to solve that problem or the task even if the problem is just the same. In addition, the students seem bored, sleepy and passive in the learning and teaching activities. Based on those facts, some problems of the identification results can be delivered as follows: (a) Lack of courage students to ask things that are not yet understood. (b) Low students' mastery of learning material. (c) Lack of attention to the students when the learning process took place. (d) Learning that lasted only one direction, the students' activity just listens and record, the students tend to be passive. This indicates that the teaching methods adopted by teachers affect the students' learning processes and results. Assalahi (2013: 590) stated that teaching grammar can be described as "disordered construction". Therefore, some teachers will feel uncertain in determining the kind of approach used for teaching grammar. Due to the problems above, it is deemed necessary an innovation or revitalization in the Grammar Translation Method.

In essence, writing is a concept of learning about creating relationships between and among the ideas expressed in language structures called sentences. An idea (meaning) must be organized well in a sentence. To attest whether or not an intended meaning is precisely and clearly expressed in the sentence. Whether or not the relationships between and among its parts are clear, the writers have to analyze what they have formulated in sentences. With grammar in context, the students practice implementing their ideas and insights into their own writing. Without understanding these direct instruction methods, as Shaughnessy explains, the students have to produce random guesses about how to increase their writing in the same way the people who know nothing about engines poke at the random motor parts when their car breaks down.

The writing process centrals can analyze the sentences, understand how the components work together, convey the ideas, emphasize the meaning, and effect the

readers. It can even aid invention, for the discrimination and accuracy it entails can help forget the logical and creative insights into the subject matter. Therefore, the idea of writing as learning and thinking, telling the students to only revise it is not enough. The teachers need to teach the students how to arrange their ideas logically so that the readers can follow. In order to arrange the ideas, though, the students need to identify how their ideas relate to one another. In order to identify these relationships, they need to distinguish between main ideas and supporting details. To know how to do that, they need to separate one idea from another, to recognize where a thought begins and ends. Thus, the teachers need to conduct some concept attainment lessons to help the students develop a sentence. Hence the teachers need to start teaching them how to sort through all the words in a sentence to pinpoint the ones conveying the main idea, expand thought, or sentence, begin and end it.

In its connection with the students' grammar ability, as mentioned earlier, it can help the students to see the step undertaken in the analytical process and give concrete form to insight and develop the way of seeing a structure that is so crucial for comprehension in reading and proficiency in writing. The teachers approach sentence analysis as a questioning process because language is a system of relationship, in any given sentence every word answers a question about another word, and every structure answer a question about another word or structure. Therefore, through analytical thinking and writing, grammar can help students write better without even realizing that they are being taught with that approach.

This research investigates how the grammar translation method's implementation improves the students' ability to find out the students' ability to identify parts of speech that focus on verb, noun, and adjective. The Grammar Translation Method of the method or media in teaching is effective and significant in improving the students' ability to identify parts of speech. The Students of Bulukumba Muhammadiyah University have a good achievement in identifying parts of speech in sentences. The result of the cycle provides the students' mean score I is 74.2, and cycle II is 83.7. The students' activeness in the teaching and learning process is 60.4% at cycle I and improve significantly to be 78.1% at cycle II. It means that the implementation of the Grammar Translation Method in teaching can make the students active in the learning process, so implementing this method is suitable and effective, especially for improving the students' ability to identify parts of speech in sentences.

The Grammar Translation Method is a teaching method and learning the second and foreign languages (Khan & Mansoor, 2016: 22). The teachers are the main elements in teaching and learning activities (Brown, 2007: 19; Harmer, 2007: 63; Natsir & Sanjaya, 2014: 60). The Grammar Translation Method is one of the oldest methods, dating back to the late nineteenth and early twentieth centuries, which offered little beyond an insight into the grammatical rules aiming at the translation process from the source language into the target language or vice versa. It features the position of grammar in a lesson on grammar. "In the Grammar Translation Method, grammar is emphasized and taught deductively (Larsen-Freeman, 1986: 10-14). Also, as Brown (2000: 15-16), long and

detailed explanations of the intricacies of grammatical rules and forms are supplied for the students to memorize and apply the syntactic rules to other examples" (Lu, 2009: 23). Furthermore, Kong (2011: 76) defined the Grammar Translation Method as the traditional method used to learn foreign language and translation drills. It means that when learning foreign language, its grammatical systems should be also used when translating the literature and sentence from the source language to the target language.

Grammar-Translation is a useful method for students in second language acquisition. It can help them improve vocabulary, increase the number of speech figures that the students can use, and develop the ability of interpretation through the imitation of the best writers. Grammar-Translation makes the students produce similarly good texts because translation forces them to notice such details as would be out of a simple reader (Hell, 2009: 9; Mart, 2013: 103). The Grammar-Translation method requires the students to translate whole texts word for word and memorize numerous grammatical rules and exceptions and enormous vocabulary lists (Elmayantie, 2015: 126). On the other hand, the Grammar-Translation method allows the students to analyze the language rather than using the language (Celce-Murcia, 2001: 5; Natsir & Sanjaya, 2014: 58).

A research conducted by Chang (2011) indicated that the Grammar-Translation Method is better than using a communicative approach. However, the communicative approach is better than fluency approach. Therefore, Chang (2011) also concluded that the ideal approach is obtained from those two learning approaches. Also, Mondal (2012) stated that the Grammar Translation Method is appropriate in teaching English grammar.

The translation of literary texts was the primary method for studying foreign languages before the 18th century. The Classical Method, the other term, underwent a name change in the mid-1800s and was known as the Grammar Translation Method (GT). GT was criticized because it was unconcerned with the students' oral communication skills. As a result, in the late 1900s, people paid less attention to the United States' GT method (Savignon, 1991). Merely learning how to translate and recite rules was insufficient for learners who recognized the value of oral communication in the target language. GT was teacher-centered, which limited interaction and spontaneous creativity. The teachers used GT to focus the students' attention on grammar and vocabulary by reading and translating target language texts. It was assumed that this process would lead the students to achieve knowledge about their first language structure (Larsen-Freeman, 2000).

Despite, GT is still prevalent in some places, and it is considered a suitable method for individuals who want to be translators and are not concerned with knowing how to speak or pronounce the target language. It is also still used in many EFL settings where the students like a teacher-centered method that includes the intensive study and memorization of grammar rules and vocabulary. The Grammar Translation Method has eight characteristic: (1) the students' native language is used in the learning and teaching activities and use the target language less; (2) the abundant vocabulary is taught in the form of isolated word lists; (3) long elaborate explanations of the intricacies of grammar are given; (4) grammar provides the rules for using words together, and

instruction often focuses on the form and inflexion of words; (5) reading of difficult classical texts is begun early; (6) less attention is paid to the contents of the texts, which are treated as the exercises in grammatical analysis; (7) often the only drills are exercises in translating disconnected sentences from the target language into the source language; and (8) little or no attention is given to pronunciation.

Parts of speech (or Word Classes) are either open or closed. Open classes are the largest classes because the words are productive, or they can create new words. Those open classes are nouns, verbs, adjectives, adverbs, and closed classes: auxiliary, conjunction, preposition, determiner, pronoun, numeral, and interjection. Several words belong to more than one class. The word classes are established based on three types of criteria: notional (meanings), morphological (forms), and grammatical (relations with other words and larger units).

The grammatical descriptions require reference to word classes (or parts of speech). Two of them are nouns and verbs. Further distinctions were made within word classes, such as nouns, the distinction between common nouns and proper nouns. The grammarians have varied the number of classes and subclasses—the more comprehensive and detailed their descriptions, the more classes and subclasses they require. The word classes are divided into two categories: open classes and closed classes. Open classes are the largest classes because many new words can be formed from the roots of the open classes. Those open classes are such as nouns, verbs, adjectives, and adverbs. The rest belong to the closed classes such as auxiliary, conjunction, preposition, determiner, pronoun, numeral, and interjection. This study focused on implementing the Grammar Translation Method to improve the students' ability to identify parts of speech focusing on verbs, nouns and adjectives through the classroom action research method.

RESEARCH METHOD

This research follows Classroom Action Research's principal work that contains four stages: Planning, Action, Observation, and Reflection. Each cycle is the series of activity which has a close relation, where the realization of the second cycle is continuing and re-connecting from the first cycle. The subject of this research is the second-semester students of Bulukumba Muhammadiyah University which consists of 36 students. In collecting the data, the researchers used some instruments such as observation sheet and written test. First, the observation sheet aims to find out the students' data about their presence and activeness in teaching-learning. Second, the written test was used in the last item of every cycle to measure the students' achievement in writing parts of speech.

RESULTS AND DISCUSSION

Cycle One

Cycle one was conducted in four meetings. The data findings based on the result of the data analysis from observation and written test. The result of the cycle of this research implementation is described in the following: planning, action, observation, and reflection.

The plan was arranged before doing the research. First, the lesson plan and materials that were related to the lesson were prepared. The teacher prepared the list of vocabulary of isolated words. As an action in the first cycle, the teacher gave a list of isolated words and explained the intricacies of grammar about the definition and verb, noun, and adjective function. The teacher provided the rules for putting words together and instruction often focused on the form and inflexion of words. Afterwards, the teacher asked the students about the lesson and activity, and the students answered the teacher by written test. Finally, the class is then closed.

The teacher took the result of this activity through the observation and written test. These findings showed an improvement in terms of the students' activeness and the students' ability to identify parts of speech through the Grammar Translation Method. The scores are shown in the following table:

Table 1. The Result of the Students' Activeness in Teaching and Learning Process in Cycle One

| One | | | |
|-------|----------|-------------|----------|
| Cycle | Meetings | Percentages | Averages |
| I | I | 53.7% | 60.4% |
| | II | 59.3% | |
| | III | 61.8% | |
| | IV | 66.7% | |

Table 2. The Improvement of the Students' Parts of Speech Ability in Cycle One

| Mean Score | | Improvement | |
|------------|---------|-------------|---------|
| D-Test | Cycle 1 | D-Test | Cycle 1 |
| 67.6 | 74.2 | 6.6 | |

Cycle Two

The teaching method in the cycle two is the same as that in cycle one. The teacher explained about intricacies of grammar. The significant difference on this cycle for the previous one is in the action of the cycle. In this cycle, the teacher gave little or no attention in pronunciation, and also gave exercise in grammatical analysis.

Like cycle one, the result of the activity in cycle two was also taken by the teacher through the observation and written test. First, based on the teachers' observation in teaching learning process, most of the students paid more attention with the teacher explanation. The situation of the class was also more conducive since all the students follow the class seriously. This findings showed that there was a significant improvement in terms of students' activeness and students' ability in identifying parts of speech through Grammar Translation Method than cycle one. The score is shown in the the following table:

Table 3. The Result of the Students' Activeness in Teaching and Learning Process in Cycle Two

| Two | | | |
|--------|----------|-------------|----------|
| Cycles | Meetings | Percentages | Averages |
| I | I | 53.7% | 60.4% |
| | II | 59.3% | |
| | III | 61.8% | |

| | | | |
|----|-----|-------|-------|
| | IV | 66.7% | |
| II | I | 69.4% | 78.1% |
| | II | 74.3% | |
| | III | 80.5% | |
| | IV | 88.2% | |

Table 4. The Improvement the Students' Ability to Identify Parts of Speech in Cycle Two

| Mean Score | | Improvement | | |
|------------|---------|-------------|----------------|----------------|
| D-Test | Cycle 1 | Cycle 2 | D-Test Cycle 1 | D-Test Cycle 2 |
| 67.6 | 74.2 | 83.7 | 6.6 | 16.1 |

The Result of the Students' Activeness Observation

Based on the observation result, the students' participation was improved in every meeting. The students' participation in the first meeting of cycle I was 60.4% and in the last meeting of cycle II, the students participation became 78.1%. It indicates that the application of the Grammar Translation Method can stimulate the students' activeness in teaching and learning process.

The improvement of the students' ability to identify parts of speech through Grammar Translation Method

In the analysis of the students' achievement, the researchers found that the mean score of the students in identifying parts of speech through the Grammar Translation method was improved. The students' mean score in d-test was 67.7 (fairly good), in the cycle I the students' mean score was 74.2 (good) and in the cycle II the students' mean score was 83.7 (Very Good). Therefore, the improvement of the students' listening comprehension ability from mean score of d-test and cycle I was 6.6, whereas the improvement of students' listening comprehension ability from mean score of d-test and cycle II was 16.1.

During the teaching and learning process in cycle I, the researchers found that the students still difficult to understand the material about parts of speech and to identify them in the sentences very well. This case made the student could not identify in some simple sentences. To solve this problem, the researchers had conducted cycle II and revised the previous lesson plan. In this case, the researchers made some reviews after starting the class every meeting, so they could understand the material. Besides, the researchers always motivated and supported the students to more active in order to improve their ability to identify parts of speech through the Grammar Translation Method.

Based on the explanation above, the researchers conclude that teaching on identifying parts of speech through the Grammar Translation Method could significantly improve the students' achievement. It is proved by the students' mean score i.e. the mean score of D-Test was 67.6 while the mean score of written test in cycle I was 74.2 and that of written test in cycle II was 83.7 and the progress score from cycle I to cycle II was 9.5.

CONCLUSION

Based on the research findings conducted in this study, it can be concluded that the

implementation of Grammar Translation Method in teaching is effective and significant in improving the students' ability to identify parts of speech. The improvements are proven by the students' score gained. The Second Semester Students of Bulukumba Muhammadiyah University have good achievement in identifying parts of speech in the sentences. This is provided by the mean score of the students where the result of the cycle I was 74.2 and in cycle II namely 83.7, while the observation result of the students' activeness in teaching and learning process was 60.4% at cycle I and improved significantly to be 78.1% at cycle II. It means that the implementation of the Grammar Translation Method in teaching to identify the sentences can make the students active in learning process so the implementation of this method is suitable and effective especially for the improvement the students' ability to identify parts of speech in the sentences.

REFERENCES

- Assalahi, H. M. (2013). Why Is the Grammar -translation Method Still Alive in the Arab World? Teachers' Beliefs and Its implications for EFL Teacher Education. *Theory and Practice in Language Studies*, 3(4), 589–599. <http://www.academypublication.com/issues/past/tpls/vol03/04/06.pdf>.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. England: Pearson Longman.
- Brown, H. D. (2007). *Teaching by Principle; An Interactive Approach to Language Pedagogy* (Third Edit). New York: Pearson Longman.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (Third Edit). Heinle: Language Learning.
- Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching english grammar. *ELT*, 4(2), 13–24. <https://doi.org/10.5539/elt.v4n2p13>.
- Elmayantie, C. (2015). The Use of Grammar Translation Method in Teaching English. *Journal on English as a Foreign Language*, 5(2), 125–132. <https://doi.org/doi.org/10.23971/jefl.v5i2.372>.
- Harmer, J. (2007). *The Practice of English Language Teaching* (Fourth Edi). Cambridge: Pearson Longman.
- Hell, G. (2009). A fordítashelye a romaioktatasban (es Cicero forditasai). *Modern Nyelvoktatas XV*, 1–12. <https://www.gondolatkiado.hu/modern-nyelvoktatas-2019-1>.
- Khan, A. B., & Mansoor, H. S. (2016). The Effectiveness of Grammar Translation Method in Teaching and Learning of English Language at Intermediate Level. *International Journal of Institutional & Industrial*, 1(1), 22–25. <http://www.iiir.co.in/ijiir/vol1issue1/IJIIR-01-01-06.pdf>.
- Kong, N. (2011). Establishing a Comprehensive English Teaching Pattern Combining the Communicative Teaching Method and the Grammar-Translation Method. *English Language Teaching*, 4(1), 76–78. <https://doi.org/10.5539/elt.v4n1p76>.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

-
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (II). Oxford: Oxford University Press.
- Lu, T. N. L. (2009). *The acquisition of English prepositional phrases containing to or for by Gia Dinh high school English-majored students*. Vietnam National University.
- Mart, C. T. (2013). The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 1(4), 103–105. https://www.researchgate.net/publication/329268068_The_Grammar-Translation_Method_and_the_Use_of_Translation_to_Facilitate_Learning_in_ESL_Classes.
- Mondal, K. N. (2012). English language learning through the combination of grammar translation method and communicative language teaching. *Academia Arena, Marsland Press*, 4(6), 20–24. <https://doi.org/10.7537/marsaaj040612.02>.
- Natsir, M., & Sanjaya, D. (2014). Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT); A Review of Literature. *International Journal of Education and Literacy Studies*, 2(1), 58–62. <https://doi.org/10.7575/aiac.ijels.v.2n.1p.58>.
- Savignon, S. J. (1991). Communicative Language Teaching: State of The Art. *TESOL Quarterly*, 25(2), 261–777. <https://doi.org/https://doi.org/10.2307/3587463>.