

THE USE OF GRAMMAR-TRANSLATION METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

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Abstract

This research was done at SMPN 2 Tanjung Raya. This research was conducted to analyze the use of GTM in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya by the English teacher. As the result, the researcher want to analyze is there the accordance between teacher's implementation of GTM in teaching reading with the theory provided by the expert or not. The implementation was observed during teaching reading with the theme narrative text.

The design of this research was descriptive qualitative research with the observation and interview as the instrument of this research. The observation was done three times with the different sub-theme of teaching reading material. The interview session was also done once in order to strengthen the data from observation. There were twelve questions related to the use of GTM in teaching reading for the teacher. There English teacher of the 9th.1 grade students be the informant of this research.

The result of the research showed that from totally nine techniques of GTM provided by Larsen, only seven techniques done by the teacher. Those techniques are translating the literary passage, reading comprehension questions, deductive application of the grammar rules, fill in the blank, memorized the vocabulary, used words in sentences, and composition. On the other hand, there were two techniques did not do by the teacher. Those techniques are finding cognates and finding synonym and antonym. The teacher let these two techniques because they had no enough time. Although the teacher did not do all techniques of GTM, however the use of seven techniques was accordance to the theory from Larsen.

Abstrak

Penelitian ini dilakukan di SMPN 2 Tanjung Raya. Penelitian ini dilakukan untuk menganalisis penggunaan GTM dalam Pengajaran Membaca pada Siswa Kelas 9 SMPN 2 Tanjung Raya oleh guru Bahasa Inggris. Hasilnya, peneliti ingin menganalisis apakah ada kesesuaian antara penerapan GTM oleh guru dalam pengajaran membaca dengan teori yang diberikan oleh ahli atau tidak. Implementasi tersebut diamati selama pengajaran membaca dengan tema teks narasi.

Desain penelitian ini adalah penelitian kualitatif deskriptif dengan observasi dan wawancara sebagai instrumen penelitian. Observasi dilakukan tiga kali dengan subtema bahan ajar membaca yang berbeda. Sesi wawancara juga dilakukan satu kali untuk memperkuat data hasil observasi. Ada dua belas pertanyaan terkait penggunaan GTM dalam pengajaran membaca untuk guru. Guru bahasa Inggris siswa kelas 9.1 menjadi informan penelitian ini.

Hasil penelitian menunjukkan bahwa dari sembilan teknik GTM yang diberikan Larsen, hanya tujuh teknik yang dilakukan guru. Teknik-teknik tersebut adalah menerjemahkan bagian sastra, pertanyaan pemahaman bacaan, penerapan aturan tata bahasa secara deduktif, mengisi bagian yang kosong, menghafal kosakata, menggunakan kata-kata dalam kalimat, dan komposisi. Sedangkan ada dua teknik yang tidak dilakukan guru. Teknik tersebut adalah menemukan kata serumpun dan menemukan sinonim dan antonim. Guru tidak menggunakan kedua teknik tersebut karena tidak mempunyai cukup waktu. Meskipun guru tidak melakukan seluruh teknik GTM, namun penggunaan ketujuh teknik tersebut sesuai dengan teori Larsen.

INTRODUCTION

Teaching English involves two main aspects: skills and components. Skills include receptive and productive skills, while components like vocabulary, pronunciation, and grammar support these skills. Teachers need to teach seven English skills and components in

different ways, using different methods to introduce them to students. Methods are systematic and scientific ways of teaching, guiding teachers in their teaching methods and effectiveness.

Experts suggest various methods for teaching English skills and components, such as games, reading comprehension, dialogue practice, and grammar improvement. Some methods include RAP, GTM, and GTM. Preliminary research from SMPN 2 Tanjung Raya on July 12th, 2022 to January 2023 revealed that teachers often introduce new vocabulary to students, requiring them to memorize them for future lessons. By understanding students' character and understanding levels, teachers can tailor their teaching methods to their students' needs and preferences.

The researcher observed the teacher's teaching strategies on August 5th and 23rd, 2022. The first observation involved a snowball throwing game to evaluate students' comprehension of material. The second observation involved the use of grammar translation method in teaching reading, where students were asked to identify the tense used in technique text. The third observation involved the teacher using the Grammar Translation Method (GTM) to teach reading and writing. The teacher used this method to improve vocabulary mastery by asking students to find difficult words from the subject and memorize them. The teacher also used GTM to teach reading and writing, introducing simple present tense formulas and describing their usage and significance. However, the teacher only applied the method based on what she understood, and the researcher observed a difference between the teacher's teaching methods and expert explanations. This study aims to explain the teacher's teaching methods using GTM and their differences with expert explanations.

METHODS

The researcher observed a teacher's teaching strategies on August 5th and 23rd, 2022, including snowball throwing games, grammar translation methods, and vocabulary mastery. The teacher used GTM to teach reading and writing, but only applied it based on her understanding. The study aims to explain GTM's teaching methods and their differences with expert explanations. Data collection involved document, observation, and interviewing, with data displayed in table and narrative form. The findings will be based on the research's purpose.

RESULT AND DISCUSSION

RESULT

The appropriateness of the implementation of with the expert

a. Translating a literary passage

This part is the most important thing to start the use of GTM in the class. This first step was carried out by the teacher at the first meeting. This can be seen from a piece of paper containing a fable about the lion that was distributed by the teacher to the students. In this first step, four indicators must be fulfilled by the teacher. And in the first meeting, the teacher worked on all the indicators, where the indicators were the teacher provided the passage in English, the teacher provided the task and assignment based on the given passage, the teacher asked the students to comprehend the given passage and teacher asked the students to translate the passage they read into Bahasa.

The first thing the teacher did after opening the class and doing the opening activity for about 10 minutes was giving the text to the students. This text is entitled "the lion". This shows that the teacher worked on the first indicator in the first technique. After giving the text to students, at the end of the lesson the teacher asked students to do the exercises that have been provided. This fulfills the second indicator in the first technique. Meanwhile, for the third and fourth indicators, it can be seen from the activities carried out by the teacher after giving the text to students. At this stage, the teacher reads the English text together, where the teacher reads the story part per sentence, then is followed by the students after the text is read by the teacher. This also shows that the teacher asks students to understand what is meant by the text. By translating English text into Indonesian, students understand and comprehend the storyline of the lion.

In the second meeting, the teacher did the same activity again. But at this meeting, the teacher gave a different text to the students. At the second meeting, the teacher gave a text entitled the wolf and the stork. Even though the teacher repeated the same activities in the first and second meetings, the objectives of the two meetings were different. At the first meeting, the teacher focused on introducing narrative text and examples, but at the second meeting, the teacher started to introduce the structure of narrative text. Because the first meeting was almost the same as the second meeting, in the second meeting it could be said that the teacher carried out all the indicators of the first technique.

It started with the teacher gave the students a text about the wolf and the stork. After distributing the text, the teacher asked students to read the text. The teacher read the text for the students to follow. The teacher and students finally interpreted the text that has been distributed by the teacher per sentence. From this translation, students understood the meaning of the story the teacher gave. Eventually, at the end of the lesson, the teacher gave assignments to students to find out students understanding of the material that has been studied.

At the third meeting, the teacher no longer gave texts to students. But that didn't mean the teacher abandoned the first GTM technique at this third meeting. The teacher explained grammar about simple past tense to students using text they have understood in the previous meeting. The teacher chose the text of the lion to be identified. But at the end of the lesson, the teacher also identified the simple past tense in the second story entitled the wolf and the stork. With this series of activities, it can be concluded that at the first meeting, the first two procedural indicators were carried out by the teacher, while the other two indicators were not carried out by the teacher.

The two indicators that the teacher worked on were the teacher provides the passage in English, and the teacher provides the task and assignment based on the given passage. Meanwhile, two other indicators that the teacher did not work on were the teacher asked the students to comprehend the given passage and the teacher asked the students to translate the passage they read into Bahasa. These two things have been done by the teacher at the previous meeting, so the teacher only provided readings and assignments.

b. Reading comprehension questions

In the second technique, two indicators must be done by the teacher. The two indicators are the teacher asks the students to translate the questions they read into Bahasa

and the teacher asked the students to answer the given questions. This second technique emphasized the teacher providing assignments to students related to the story given. However, in the first indicator, the teacher never asked students to translate the questions the students would be working on. This is because the teacher gives direct instructions in Indonesian to students regarding the tasks that must be done by students. This instruction was repeated in the first, second, and third meetings with different questions.

At the first meeting, the teacher showed the same story but in a different version of the story and asked students to fill in the blanks with the appropriate action verb. At the second meeting, the teacher asked students to rewrite the stories they had discussed in Indonesian using their language (not translating the previous English text). Finally, at the third meeting, the teacher asked students to do a story review by circling the second type of verb in the sentences they found. For the second indicator, students should answer questions given by the teacher based on the reading provided. But instead of the questions given, students did the tasks instructed by the teacher. So that way, in the second technique the teacher carried out one indicator and left the other indicators.

On the other hand, in his book Larsen describes the steps taken by teachers who teach English in Spain related to this second technique. The teacher asks the students in Spanish whether they have any further questions after they have finished reading and translating the passage. "What is a paddle wheel?", one young student asks while raising her hand. "It's a row of paletas", the teacher responds. After that, she continues in Spanish to describe what life was like and how things operated on the steamboats that Mark Twain used to go up and down the Mississippi River. One more states they don't grasp what "gorgeous" means. *Primoroso* is translated by the teacher.

The teacher instructs the students to write the answers to the comprehension questions that appear at the end of the extract since they have no further questions. The questions are written in English, and the students are expected to write their responses in the same language. As an illustration, they both perform the first one. 'When did Mark Twain live?' is read aloud by a student. According to a different student, Mark Twain lived from 1835 to 1910. The teacher says, "Bueno," and the students settle down to work quietly by themselves. The students respond to two different sorts of questions in addition to those that seek information from the reading material. For the first kind, they must conclude from the passage based on their comprehension of it. One example is: "Do you believe the boy was ambitious?" If not, why not?

The second kind of question requires the students to make a connection between the passage and their own life. For instance, one of the inquiries based on this text asks the participants, "Have you ever considered fleeing your house?" The teacher, speaking in Spanish, encourages the students to pause and review their work after a half-hour. Each student reads a question, then his or her answer, one at a time. If the response is accurate, the teacher asks a different student to read the subsequent query. If the student is incorrect, the teacher selects a different student to supply the correct answer, or the teacher herself gives the right answer.

From the results of research conducted by Larsen, it can be seen that teachers always evaluate every assignment given by the teacher to students. From this, it can also be seen that there is more than one assignment given by the teacher to students in one meeting. The assignments given by this teacher varied. Some tasks are carried out collectively and are immediately examined per question as soon as students answer the questions. There are also individual questions given by the teacher to be examined together after the students have worked on them for the time determined by the teacher.

c. Finding antonyms/synonyms

The next technique is to find antonyms and synonyms in the text provided by the teacher. At this stage, none of the indicators were fulfilled, either at the first, second, or

third meeting. In the interview session, the teacher explained that this was not carried out due to limited time which did not allow the teacher to implement this technique. In addition, there were assignments given by the teacher so it is quite time-consuming in one meeting. However, the teacher also explained in the interview session that the teacher had advised the students to increase their vocabulary by finding synonyms and antonyms of the words the students found in the reading. So in conclusion, the teacher did not apply this third technique at all meetings during formal class hours, but outside of formal study hours, the teacher asked students to do it.

d. Recognizing cognates

This process concerns guiding students to find out similarities in sound or spelling in English. Similar to the previous technique, this technique was also not carried out by the teacher in three meetings. The teacher explained that this technique was abandoned because this activity was an activity focused on lower grades. Even so, the teacher explained in the interview session that this activity was replaced by the teacher by reading English texts together. The teacher read the text per sentence with the correct pronunciation, followed by the students. This is a learning experience from Larsen's observations presented in his book. As she enters the classroom, the class is in the middle of reading a passage in their textbook. The passage is an excerpt entitled 'The Boys' Ambition' from Mark Twain's *Life on the Mississippi*. Each student is called on to read a few lines from the passage.

So this fourth technique is in line with the first technique, where the teacher makes students understand the reading by reading the text together and interpreting it. The teacher read the text twice. In the first reading, the teacher only read English texts followed by students. In the second reading, the teacher returned to read the English text but the students no longer followed the teacher but translated the text the teacher read. If students did not find the right translation, the teacher will translate the English sentences. In the interview session, the teacher explained that this activity is useful for students to familiarize their tongue with English and is also good for practicing pronunciation.

In the first meeting, the teacher and students read together a text entitled the lion and the Mouse, while in the second meeting, the teacher and students read together a text entitled the wolf and the Stork. Even though the teacher said that the introduction of differences in sound and spelling during learning narrative text was not necessary while reading the text together with the students the teacher still corrected the students' wrong spelling. The teacher also emphasized difficult sounds several times to students to ensure that students can understand the sounds they make correctly. So in conclusion, the teacher carried out this fourth technique at the first and second meetings but did not do it at the third meeting because there was no text to be read at the third meeting.

Meanwhile, the ideal implementation of this step is applied by Spanish teachers who teach English in research conducted by Larsen. When the students have finished this exercise, the teacher reminds them that English words that look like Spanish words are called cognates. She cites the English suffix "-ty" as an example of how it frequently resembles the Spanish suffixes "-dad" and "-tad." She draws the students' attention to the passage's use of the word "possibility" and explains that it is the same as *posibilidad* in Spanish. The instructor instructs the class to look for further examples in the passage. Boys raise their hands and respond, "Obscurity." "Bien," the instructor says. The students are instructed to move on to the following chapter activity and respond to the question, "What do these cognates mean?" once they have located all of the cognates from the passage. The students translate into Spanish a broad list of English words (such as "curiosity," "opportunity," "liberty," etc.).

e. Deductive application of the Grammar rules

This fifth technique is very crucial because in this technique the teacher begins to explain grammar. However, this technique was only carried out by the teacher at the third meeting. This technique was not applied by the teacher at the first and second meetings because, at these two meetings, the teacher had not yet entered into an explanation of grammar, only an introduction to narrative text, examples, and structure. This fifth technique consists of four indicators, namely the teacher explains the grammar rule to the students related to the given passage they learned, the teacher explains the different grammar rules because the different tenses are used in sentences, the teacher asks the students randomly to come in front of the class and make the sentences based on the grammar rules they learned, and the teacher generally evaluates the students' comprehension of the grammar they learned by giving the verbal assignment by them some questions about the material they learned.

The first indicator was done by the teacher. This can be seen in the third meeting. The teacher explained the simple past tense by inviting students to analyze each sentence in the lion text. One example of a sentence the teacher analyzes was "the lion slept in the jungle". First of all, the teacher asked students what words are included in the verb. Students together answered that the verb in the sentence is slept. The teacher then asked again about what type of verb to sleep is. Students answered that sleeping is the second form of sleep. After the students answered the question, the teacher explained a little about the simple past tense. This explanation is in the form of a question-and-answer interaction between the teacher and students.

After that, the teacher continued the explanation about the simple past tense by giving examples outside of the text they have read. First, the teacher wrote the sentence "I ate fried rice this morning" on the blackboard. Together, they identify that the verb in the sentence is ate. The teacher then asked the first verb form of ate, and the students answered that the first form of ate was eat. The teacher continued this activity by writing random verbs in the form of the second verb and then asking the students the form of the first verb. The words written by the teacher are watched, studied, listened, and run. Students answer together the first verb form of the verb by watch, study, listen, and run.

The second indicator was also carried out by the teacher, namely the teacher explains the different grammar rules because the different tenses are used in sentences. After the teacher identified one sentence in the text, "the lion slept in the jungle", the teacher then explained the differences in grammar rules because of the different types of tenses used. The teacher gives an example of "I ate this morning" and transfers it to "I eat fried rice" if the students want to make it in present form. The teacher also explains that apart from present and past, there is also a future tense which is synonymous with "will" which shows the future. In addition, the instructor clarified that for past continuous, a different kind of past tense from simple past. The teacher prompts pupils to respond to questions as he or she explains the differences in this type of language.

The third indicator is the teacher asks the students randomly to come in front of the class and make sentences based on the grammar rules they learned. This third indicator was worked out by the teacher by asking students to come forward and identify which sentences have the second verb. However, because none of the students wanted to come forward, the teacher ended up doing this task together with the students, where the teacher and students searched together and the teacher wrote the sentences the students read on the blackboard.

The last indicator is that the teacher generally evaluates the students' comprehension of the grammar they learned by giving the verbal assignment by asking them some questions about the material they learned. This indicator is done by students at each meeting. It's just that, in the first and second meetings the teacher's questions were not questions about grammar, but questions related to the material being explained. For example, at the first meeting, the teacher often asks students about narrative texts, moral

messages, the purpose of stories, and so on. Meanwhile, at the second meeting, the teacher asked about narrative text, moral messages, story intent, text structure, and other questions that aimed to find out how much students understood the material being taught. So by looking at all the indicators worked out by the teacher, it can be concluded that the application of the fifth technique was perfect at the third meeting.

f. Fill in the blanks

This sixth technique is a type of exercise or task that can be given by the teacher to students to see how far students understand the material that has been taught by the teacher. There are many types of exercises given by the teacher to measure student understanding, but fill-in-the-blank is only applied by the teacher at the first meeting. At this first meeting, at the end of the lesson, the teacher shows the same story but in a different version of the story and asks students to fill in the blanks with the appropriate action verb. The story the teacher is referring to is the lion and the Mouse. The teacher provides the same story but with different versions, so it is possible to make it with several different verbs. This is where the teacher asks students to fill in the blanks with suitable verbs.

g. Memorizing the vocabulary

This seventh technique has three indicators. The three indicators are the teacher prepares some vocabulary in English and its translation related to the material that has been given to students, the teacher asks students to memorize vocabulary that has been adapted to the material in English and its translation, and the teacher asks students to memorize the grammar rules they have learned in a material. In the first meeting, after reading the text in English and then translating it, the teacher observed the words that were difficult for students and recorded them on the blackboard. This difficult word is translated by the teacher together with the students. The same thing was written by Larsen in his book after observing an application of GTM in the classroom by Spanish students learning English. After students have finished reading, they are asked to translate the few lines he has just read into Spanish. The teacher helps them with new vocabulary items.

At the first meeting, there were four difficult vocabulary words recorded by the teacher on the blackboard. These words are tiny, stuck, small, and run away. In the second meeting, the teacher did the same thing. The teacher records difficult words and then translates them together with the students. The difficult words they found at the second meeting have arrived, two bowls, quickly, angry, beak, long, dinner, teapot, and begin. Meanwhile, at the third meeting, the teacher did not record difficult words anymore, because at the third meeting, the teacher focused on explaining grammar. So in that way, the first indicator of the seventh technique was carried out by the teacher at the first and second meetings but was not carried out by the teacher at the third meeting.

The second indicator is very closely related to the first indicator, where after recording difficult words, ideally the teacher asks students to memorize these words at home. However, in the first and second meetings, after recording difficult words, the teacher never asked students to memorize the vocabulary. In the interview session, the teacher explained that this was often done by the teacher with the students, so the teacher no longer gave instructions to memorize new vocabulary. This instruction has often been given so that students should have memorized the difficult vocabulary recorded by the teacher without any instruction from the teacher.

At the third meeting, this second indicator could not be applied because there was no list of difficult vocabulary that students had to memorize. However, the third indicator of the seventh technique was carried out at the third meeting. The essence of the second and third indicators is memorizing. The second indicator emphasizes memorizing vocabulary while the third indicator focuses on memorizing or getting used to grammar rules. At the third

meeting, the teacher does not ask students to memorize the simple past tense formula again. However, from the tasks given by the teacher, it can be seen that the teacher expects students to practice using and getting to know the simple past tense by practicing a lot about how to use the simple past tense.

h. Using words in sentences

The next step of GTM is using words in the sentence. To ensure students understand the grammar rules that have been taught, the teacher asks students to make new sentences according to the grammar rules they have learned using new vocabulary as their homework. This is the main point of this eighth step. In the first and second meetings, again this was not done by the teacher because the students had not learned the simple past-tense grammar rules. But at the third meeting, the teacher asked students to do exercises at home as a form of realization of this eighth step.

At the end of the lesson, after the teacher asked the students to make an exercise by circling the second part of the verb in the sentence they encountered, the teacher explained the tasks that the students had to do at home. The task is to make new sentences based on the verbs they have found based on the simple past tense formula they have learned. In the story of the lion and the mouse, there are approximately 15 verbs. The teacher asks students to find at least 10 verbs from the story and make new sentences using these verbs. So by giving this task to students, the eighth step has been done well by the teacher in the third meeting.

In his book, the results of observations made by Larsen show that this step was carried out by Spanish teachers who taught English to their students. At the end of the chapter, there is a list of vocabulary items that appeared in the passage. The list is divided into two parts: the first contains words, and the second, idioms like 'to give someone the cold shoulder.' Next to each is a Spanish word or phrase. For homework, the teacher asks the students to memorize the Spanish translation for the first 20 words and to write a sentence in English using each word.

i. Composition

Composition is the last step of using GTM in class. In this last step, two indicators must be done by the teacher. These two indicators are students make a reading based on the grammar rules they have learned and based on the topic determined by the teacher and the teacher asks students to read the essays they have made in English in front of the class or on their respective benches. Both of these indicators are not done by the teacher. At the second meeting, the teacher asked students to rewrite the stories they had discussed in Indonesian in their language (not translating the previous English text).

Even though students were asked to rewrite the stories they had read, they did not make them in English, but in Indonesian. Of course, this does not correspond to the first indicator of this last PBL step. Meanwhile, for the second indicator, both at the first, second, and third meetings, none of the meetings met this indicator. During the interview session, the teacher explained that it was very difficult to ask students to come forward, let alone read their work in English. The teacher only advised students to increase their reading in English so that their tongues get used to English. That way, it can be concluded that this last step cannot be done by the teacher perfectly.

The techniques of GTM did not do by the teacher during the observations and the reason

During teaching the narrative text, there was also the technique of GTM not done by the teacher. In the first meeting, the teacher did not do finding antonyms/synonyms, recognizing cognates, deductive application of the grammar rules, using words in sentences,

and composition. In this first meeting, the teacher let many techniques of GTM. In the second meeting, the teacher did not do reading comprehension questions, finding antonyms/synonyms, recognizing cognates, deductive application of the grammar rules, fill in the blanks, and using words in sentences. In the last meeting, the teacher did not do reading comprehension questions, finding antonyms/synonyms, recognizing cognates, and composition.

The reason for letting some techniques
The two techniques left by the teacher are:

1. Finding antonyms and synonyms

This step is part of the exercise given by the teacher as a form of evaluation of the material that has been studied. Finding antonyms and synonyms is also related to finding a vocabulary for students to memorize. Teacher abandoned this step for two reasons. The first reason is there is not enough time to do lots of exercises in class. The teacher has already prepared several exercises for students, so adding more exercises will take up quite a bit of time. The second reason, finding antonyms and synonyms has been suggested to students before, so the teacher hopes students do this without being asked by the teacher.

2. Finding cognates

Finding cognates is an activity to find English words that look like Bahasa words. This is not done by the teacher because no vocabulary happens to be the same as Indonesian on the day they learn about a narrative text. The teacher also explained that this activity was often done when students were in grade 7 so that in grade 9 the teacher focused more on how students read a word with the correct pronunciation.

DISCUSSION

a. Translating a literary passage

This first step is the most important part of the GTM application in reading. That is because students need a text in order to apply GTM. After paying attention to the research that the author wrote and several similar studies that have also been compiled by several researchers, the researcher can conclude that all teachers provide reading materials for students, so that this first step is carried out properly by the teacher in accordance with the GTM technique put forward by the expert. In this study, the teacher provided a text entitled Lion, while Riri made many observations and saw the teacher giving various texts to students. The text is in the form of expression, descriptive text entitled the kitten, congratulation, and Rania's Handcraft. In every meeting she observed, the teacher always gave a passage and asked students to read it.

In the research conducted by Faisal Rahman, the teacher also gave a text for students to read entitled Nyi Roro Kidul. Meanwhile, the results of the research conducted by Catharina Elmayantie cannot be compared with this research because Catharina Elmayantie sees the implementation of GTM through the characteristics of GTM, not through the techniques or steps mentioned by Larsen in his book. So in her research, Catharina Elmayantie focuses on analyzing the activities of teachers teaching English and then comparing them with the characteristics of GTM. So Catharina Elmayantie found nine important things related to the GTM feature carried out by the teacher in class.

b. Reading comprehension questions

This second technique was only found in this study and the research conducted by Riri. In this study, it was explained that the teacher always gives reading comprehension questions. In fact, according to Riri's findings, the teacher always attaches questions to every reading given to students. According to Riri's research findings, the questions for the reading passages are provided in groups of three, with the first group of questions being explicit information-based questions. In the second group order, implicit-based questions are provided. Students are required to formulate their own definitive interpretation of the texts for the implicit information-based questions because such understanding is not expressly given in the passages. The third set of inquiries concerns the pupils' experiences.

c. Deductive application of the grammar rules

This step is no less important than the first step and is a particular sign of GTM. All research results show that teachers take this step. In this study, the teacher taught the simple past tense to students at the third meeting. There are many things that are explained by the teacher to students besides the simple past tense. In addition, the teacher also evaluates after teaching grammar by giving assignments to students regarding the use of the simple past tense.

Meanwhile, Riri in her research said that there were three steps taken by the teacher regarding this technique. The three activities are; the teacher presents the grammar rules with examples, students record each distinction in each rule, the teacher instructs students to practice the rules of language by making several different examples after they understand those rules. In delivering the material, the teacher explained the grammar by focus on form of the verb in the sentence (those are verb 1, verb 2 or verb 3) and told the name of the grammar relate the verb existing in the sentence.

In his research, Faisal also mentioned that this step is very important and teachers do it in class. The text of Nyi Roro Kidul which is a type of narrative text is provided by the teacher for the students. Analysis of grammar rules is carried out per sentence until all sentences are used up. Faisal explains that silently, the students read the text, then identifying the grammar rule and translating word by word by the teacher's help. Generally, the text is structured as simple past tense, because there are some to be "was" and "were". The text also generally use verb 2, such as; had, became, wandered, died , cried, thought, got up, etc.

The first sentence, "Dewi Kandita was an unlucky woman". Teacher explain the structure of the text with the term S+ to be+ complement. The sentence structure is simple past tense as a nominal sentence because there is no verb in the sentence. Teacher also explain that Dewi Kandita is the name of a woman as a subject (S). Was is a to be that shows the action happened in the past, the meaning is *adalah*. An is an article to show that the woman is alone, the meaning is *seorang*. Unlucky is an adjective word to classify the noun "woman", the meaning is *tidak beruntung*. The activity is repeated until the end of the text.

d. Memorizing the vocabulary

This step was also carried out by all teachers in all the studies that have been mentioned. This step actually focuses not only on remembering the vocabulary that has been learned but also on the grammar rules taught by the teacher to students. Riri mentioned in her research that students are asked to memorize words from the target language that commensurate with the native language by giving them a list of vocabularies. The teacher also instructs students to memorize grammatical rules and grammatical paradigms.

This is in accordance with what the authors describe in this study that there are three things that the teacher does regarding this technique. These three things are the teacher prepares some vocabulary in English and its translation related to the material that has been

given to students, the teacher asks students to memorize vocabulary that has been adapted to the material in English and its translation, and the teacher asks students to memorize the grammar rules they have learned in a material. Meanwhile, in the research conducted by Faisal, the teacher also did this, where Faisal said that then the students are ordered to memorize the grammar rule of the text and the translation of the words in the text.

e. Filling the blank, using words in sentence, composition

Basically, these three steps are the evaluation forms offered in GTM. These three steps are different forms of practice. In filling the blank, the teacher asks the students to fill in the blank with a suitable answer based on the grammar rules they learned. In using words in sentence, the teacher asks students to make new sentences according to the grammar rules they have learned using new vocabulary as their homework to ensure students understand the grammar rules that have been taught. Last, based on the topic determined by the teacher, students make a reading based on the grammar rules they have learned. The teacher also asks students to read the essays they have made in English in front of the class or on their respective benches. These two last activities are as a part of composition. These three steps were not found in previous research, only in this study.

CONCLUSION

From totally nine techniques of GTM provided by Larsen, only seven techniques done by the teacher. Those techniques are translating the literary passage, reading comprehension questions, deductive application of the grammar rules, fill in the blank, memorized the vocabulary, used words in sentences, and composition. On the other hand, there were two techniques did not do by the teacher. Those techniques are finding cognates and finding synonym and antonym. The teacher let these two techniques because they had no enough time. Although the teacher did not do all techniques of GTM, however the use of seven techniques was accordance to the theory from Larsen.

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