

STUDI DESKRIPTIF METODE GTM YANG DIGUNAKAN OLEH GURU BAHASA INGGRIS DALAM MENGAJAR PRESENT CONTINUOUS TENSE PADA SISWA KELAS VII SMPN I CAMPURDARAT

The Descriptive Study Of GTM Method Used By The English Teacher In Teaching Present Continuous Tense On Seventh Grade Students Of SMPN I Campurdarat

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Abstrak

Metode Terjemahan Tata Bahasa (GTM) digunakan oleh United Airlines pada tahun 1890. GTM dikenal sebagai metode klasik atau metode tradisional. Metode pengajaran grammar yang cocok adalah grammar-translation method. Peneliti melakukan penelitian ini untuk menjawab rumusan masalah penelitian, bagaimana penerapan metode GTM dalam pembelajaran present continuous tense pada Siswa Kelas VII SMPN I Campurdarat. Dan bertujuan untuk mendeskripsikan metode GTM yang diterapkan oleh guru dalam pembelajaran present continuous tense pada Siswa Kelas VII SMPN I Campurdarat. Subjek penelitian ini adalah guru bahasa Inggris kelas VII SMPN I Campurdarat. Penelitian menggunakan metode penelitian descriptive qualitative dan menggunakan dua instrument untuk memperoleh dan mengumpulkan data yaitu: interview dan observation. Hasil dari metode GTM pada pengajaran present continuous tense sangat baik karena metode ini sangat mudah dipahami dan guru juga melakukan tanya jawab dengan siswa yang belum mengerti lalu memberikan sebuah pre tes bermacam macam untuk mengetahui pemahaman siswa saat pembelajaran berlangsung. Contoh pre tes yang di gunakan guru adalah memberikan soal dan memberikan sebuah teks untuk dibaca di depan kelas secara bergantian.

Kata Kunci:

Metode GTM (Grammar
Translation Method)
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Keywords:

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Abstract

The Grammar Translation Method (GTM) was used by United Airlines in 1890. GTM is known as the classical method or the traditional method. The suitable grammar teaching method is the grammar-translation method. The researcher conducted this research to answer the research problem formulation, how to apply the GTM method in present continuous tense learning for Class VII Students of SMPN I Campurdarat. And aims to describe the GTM method applied by the teacher in present continuous tense learning for Class VII Students of SMPN I Campurdarat. The subjects of this study were English teachers of class VII SMPN I Campurdarat. The research uses a descriptive qualitative research method and uses two instruments to obtain and collect data, namely: interview and observation. The results of the GTM method in teaching the present continuous tense are very good because this method is very easy to understand and the teacher also conducts questions and answers with students who don't understand and then gives various kinds of pre-tests to find out students' understanding during learning. Examples of pre-tests used by the teacher are giving questions and giving a text to be read in front of the class alternately.

INTRODUCTION

Globalization requires that people be able to communicate with the outside world and in various languages, especially the international language, namely English. By mastering the language, it is easier for people to compete globally. Many Commonwealth

nations have English as their official language, and it is widely known and spoken. When compared to other languages, English is spoken in more nations than any other language. The United States, Canada, Australia, Ireland, and New Zealand are among the nations

where English is an official language. Language acquisition requires oral and written communication.

According to experts, grammar has several definitions. First, based on Dykes (2007:5), he said thinks that grammar is the language of language learning. In the contextual communication of this sentence. According to Barbara Dykes (2007: 5), she gives an understanding of grammar in simple terms: "Grammar is a language through which language is spoken" or grammar is a language for learning a language. The explanation for this is that after learning grammar, one can communicate well, starting with vocabulary and its functions, sentence patterns, expressions and food. According to Jeffry Coghill, "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged into meaningful units." In other words, grammar is the dominant linguistic rule structure of the language itself. Grammar is used to determine the arrangement of words to form the meaning of language units. Grammar is clearly defined here as a set of rules that make language meaningful or understandable.

The classical technique is named for the fact that it was initially employed in classical Latin and Greek education (Chastain 1988). The endeavor to teach language through grammar and translation, in which learners acquire foreign language abilities by studying a set of grammatical rules and applying that knowledge to understanding texts using a dictionary, is the source of this technique. Students grow increasingly familiar with the grammar of their home language as they study the grammar of the target language, and this familiarity helps them speak and write in their mother tongue (Diane Larsen Freeman).

In the process of learning English as a foreign language in Indonesia, it is still a scourge for some students in Indonesia. Most think English is difficult. The assumption that learning English is difficult makes

some students feel reluctant to improve their English skill. The process of teaching and learning in the world of education does not always run smoothly, especially for those who do not like some of the subjects they have to study. There are always obstacles in the teaching and learning process in any educational institution. These learning difficulties will also have an impact on decreasing the academic achievement of students who are currently carrying out this education.

Brown (1994: 53) tries to explain why this method is still used by pointing out that: "Very little expertise is required on the part of the teacher. Grammar rules and I Translations are easy to create and can be evaluated objectively. Many standardized foreign language tests are still not aimed at developing communicative competence, leaving students with little motivation to learn more than grammar, translation and memorization.

English subject is a foreign subject given at school. English students learn before entering SMPN 1 Campurdarat at the elementary school level. However, now English is abolished in Elementary Schools so that students start learning English in Junior High Schools. Therefore the teacher uses the GTM method for learning because this method is very easy to understand, fun, and besides that this method has been used for a long time. However, not all teachers in schools use the GTM method, because this method is considered to be very traditional or very old. Therefore, the reason why SMPN 1 Campurdarat teachers still use this method is because this method has long been part of their curriculum and in addition to preparing for certain exams and tests. This reason is also become the important reason for the research to dig this unique thing as the object of qualitative research.

Using your native language when banning grammar makes it easier for beginning and advanced

foreign English learners to understand grammar rules. On the other hand, as the teacher of SMPN 1 Campurdarat said grammatical translation method is easier to be applied. This method helps high school students develop their English skills, especially in terms of grammar and translation, without burdening them with English language supplements.

Regarding the reasons above, the writer is interested in conducting a research entitled “ The Descriptive Study of GTM Method Used By The English Teacher in Teaching Present Continuous Tense On Seventh Grade Students of SMPN 1 Campurdarat.

METODOLOGY

According to David Williams (1995), qualitative research is a researcher's endeavor to collect data in a natural situation. Of course, because it is done organically, the research findings are scientific and can be explained. Qualitative research methods according to Danim (2002) mean that qualitative includes constructivism which saves that reality has multiple and interactive dimensions. It can also be interpreted as an effort to add social experience that can be defined through research results. So, qualitative research reveals that truth is dynamic and can be found through studying people through interaction or through social situations. The three formats include descriptive research, verification and grounded research formats. According to Creswell (2012), qualitative research is a means of discovering and understanding the meaning that individuals or groups attribute to a human social problem. The research process involves emerging questions and procedures; collect data related to participants; analyzing data inductively, moving from topic-specific to general-topic; and interpret the meaning of the data. The final written report has a flexible writing structure. According to Darmadi (2013: 153), a research method

is a scientific means of collecting data for specific purposes.

RESEARCH FINDINGS

The findings of this study are classified into several points consists of the use of the GTM method in learning and the steps for its use. In obtaining data, researchers used observation to determine the results of learning methods. Observation process was held on May 25, 2023. Researchers also used interviews to determine the teacher's knowledge of the GTM method. The subjects of this study were focused on class VII teachers at SMPN 1 Campurdarat.

There the author describes the answers to the formulation of the problem contained therein chapter. The formulation of the problem is to describe the GTM method applied by the teacher in present continuous tense learning for class VII students of SMPN 1 Campurdarat. This study involved 2 teachers. The results show as follows data.

Table 4.1.1.
Observation Results

No	Statement	Responses		Detail Information
		Yes	No	
1.	The teaching method uses GTM	✓		DK and RH teachers still use GTM because this method is considered very easy and fun.
2.	In GTM students	✓		DK and RH

	translate literary extracts from the target language into their mother tongue (Larsen-Freeman 2000)			teacher s both ask student s to translate sentenc es or texts from their native languag e to the target languag e and vice versa because this focuses on training student s.
3.	Find synonyms and antonyms for words that occur in the text (Larsen-Freeman 2000)	✓	✓	DK teacher s always ask student s to look for synony ms and antony ms for words that often appear in reading texts or stories, but RH teacher s often forget to ask

				student s to look for synony ms and antony ms during learning .
4.	Learners usually used to memorize vocabulary to apply them in sentences (Larsen-Freeman 2000)	✓		DK and RH teacher s told student s to memori ze vocabul ary so that student s underst ood how to translat e it into sentenc es.
5.	They try to understand the grammar structure first and later apply them to examples (Larsen-Freeman 2000)	✓		DK and RH teacher s told student s to underst and gramma tical structur es and then applied them to exampl es.
6	Complexitie s in	✓		Accordi ng to DK The

	grammar are thoroughly explained. (Hartono 2014)			complexity of the various components of human grammar can be measured, whereas according to the term RH Grammatical complexity has been used in a different way. For example, in psycholinguistics it refers to the complexity of processing that can be adapted to the amount of time needed to understand and linguistic structure
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				es.
7.	Accuracy takes priority over fluency (Hartono 2014)		✓	According to DK and RH pronunciation is not a priority in learning
8.	Pronunciation is seldom ever taken into account (Hartono 2014)	✓		DK and RH rarely take pronunciation into account because according to them it is not a priority for learning .
9.	Lists of single words are used to teach the majority of the vocabulary (Hartono 2014)	✓		DK and RH provide a single checklist for vocabulary learning
10.	Grammar includes rules for linking words together, and	✓		According to Dk and RH, grammar provide

	instruction often emphasizes word structure and inflection (Hartono 2014)			s rules for putting words together, and instruction often focuses on word forms and inflections.
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DISCUSSION

The GTM approach is used to instruct teachers at SMPN 1 Campurdarat, based on research findings based on observations of two teachers. According to the findings of the researcher's interview with the instructor, studying with GTM at SMPN 1 Campurdarat is simple and enjoyable, has advantages, and encourages pupils to develop in-depth verb forms. Examples are picked from commonly used texts or phrases, and the grammar is then examined. Based on the researchers' findings from the perspective of the GTM method of teaching at SMPN 1 Campurdarat, it can be concluded that class VII teachers really use this method because it is very easy and students can easily understand.

This study is conducted to investigate the teaching method using GTM. While the Grammar Translation Method focuses on teaching grammar and translation related to reading and writing, it can also improve students' vocabulary through isolated vocabulary written on the board and translated.

The success of using the GTM Method has been demonstrated by this study. The rise in pupil memorization serves as evidence of this. This is as a result of the researcher speaking more candidly with the instructor. The findings indicate that the instructor has begun implementing the GTM approach in the teaching and learning process based on the findings of the qualitative data.

Using the GTM method, students have begun to translate literary language into understanding to improve the ability of Present Continuous Tense in writing or translation, this is confirmed by the teacher who is the informant that during the application of the GTM method example, fill in the blanks with is, am or are! 1). Nina ... writing a diary, 2). They ... playing football, 3). I reading a novel now. It is able to help students to improve their language skills in writing English.

In GTM, students are taught sentences that are often mentioned, for sentences that are rarely used will be learned at the advanced level of education, this is to make students understand the sentences that are used daily first. For sentences that are rarely used, the most important thing is that students are able to understand daily sentences correctly. In understanding English, the most important thing is accuracy, if it is not correct, the meaning will also be different.

At SMPN 1 Campurdarat the English teacher teaches twice a week, this makes the teacher who teaches must have his own method so that the students are able to understand because the intensity of teaching is very short, forcing the teacher to determine the method that will be used by students. The GTM method can be adopted by teachers to improve students' English comprehension skills, from word comprehension to word structure. in sufficient duration in a week to apply the GTM method to help

students understand and give students sufficient time to understand the language well.

To be able to carry out the GTM method the teacher has several preparations, namely students take turns reading the text aloud. After reading, they ask questions according to their language. The teacher answers them according to their language too. The teacher and students recite the vocabulary together. This is done by the teacher to see how much students' understanding of English will affect the success of the GTM method.

This method requires students translate entire texts word for word and memorize various rules and grammatical exceptions as well as a huge vocabulary list. The purpose of this method is for students to understand the present continuous easily and quickly. In the GTM method, grammar is taught deductively with a focus on rote memorization of structures grammar and vocabulary (Larsen-Freeman, 2000). Grammatical rules are taught and students learn language by practicing the rules in an authentic way. The learner learns the language in order to be familiar with the target language of the literature. Text from the second language is translated into the local language; vocabulary and grammatical rules are memorized (Thanasoulas, 2002 in Fazal, S. et al (2017). Cunningham (2000) in Fazal, S. et al (2017) considers the GTM method to be a Useful for second language learning students at all levels.

In applying the GTM method the teacher asks several students to translate sentences so that in the future they are used to it. sentence by sentence the students try to translate according to the teacher's directions at this school, one of the GTM methods in learning English. In the future, students will have good language skills or at least be able to translate well and accurately. With fluent English, you will certainly be

more confident when talking to foreigners. Of course this increases.

CONCLUSION

Based on the result of research that have been done, it can be gotten the as follows:

The purpose of this method is to describe the GTM method that is applied by the teacher in present continuous tense learning for class VII students at SMPN 1 Campurdarat.

From the results and discussion of the previous research in chapter 4, students were taught using the GTM method. Teachers and students conduct questions and answers in class so that students can find out vocabulary. The teacher also gives a pretest, for example in reading the text in turn but the pronunciation in this method is not prioritized. The teacher also asked some students to translate the sentences.

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