

**THE IMPLEMENTATION OF GRAMMAR TRANSLATION
METHOD IN TEACHING ENGLISH IN GRADE EIGHT
AT JUNIOR HIGH SCHOOL 06 REJANG LEBONG**

THESIS

This thesis is submitted to fulfill
the requirement For “Sarjana” degree
in English Tadris Study Program



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Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Rani Oktavia yang berjudul "The Implementation Of Grammar Translation Method In Teaching English In Grade Eight At Junior High School O6 Rejang Lebong" sudah dapat diajukan dalam Sidang Munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalamualaikum warrahmatullahi wabarakatuh

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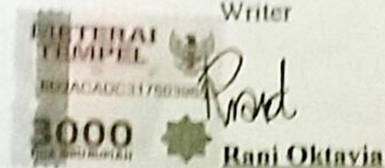
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PREFACE

This thesis is submitted as a part of completion for the “sarjana degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, September 2019

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The researcher finished this thesis entitled “**The Implementation Of Grammar Translation Method In Teaching English In Grade Eight At Junior High School O6 Rejang Lebong**”. This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, support, suggestion and motivation from others. In this chance the researcher would like to express his deepest gratitude for:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and

may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh.

Curup, September 2019

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MOTTO

“live with the rules that have been made, do not make your own rules that will be difficult for yourself until later settlement arises”

"To be happy is easy enough if we forgive ourselves, forgive others, and live with thanksgiving. No self-centered person, no ungrateful soul can ever be happy, much less make anyone else happy. Life is giving, not just getting."

Every miracle has its own way to solve, this research will never accomplish without many people helps. My best thanks to my advisor Mam Jumatul Hidayah, M.Pd and my co-advisor Miss Henny Septia Utami, M.Pd who had given so many contributions for my thesis.

DEDICATION

Allah, is only the reason why I can finish this thesis. Big thanks for letting me to finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

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ABSTRACT

Rani Oktavia, 2019 : The Implementation of Grammar Translation Method In Teaching English In Grade Eight At Junior High School O6 Rejang Lebong

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Henny Septia Utami, M.Pd

This thesis was focused on investigating grammar translation method implemented by teacher in teaching English. Researcher used descriptive qualitative method in conducting the research. Class observation and interview are carried out in order to collecting information. Observation had been carried out in 2019/2020 Academic year. The researcher observed the implementation of the Grammar Translation Method with checklist. In order to reducing bias, researcher interviewed the teacher. The interview consisted questions to find how the teacher implemented GTM. The findings reveal that the teacher implemented the Grammar translation Method. In the implementation Grammar Translation Method, the teacher used four techniques of nine techniques in the grammar translation method. The techniques implemented by the teacher are Translation of a Literary Passage, Reading Comprehension Questions, Deductive Application Rules and Memorization. In implementing the technique, the teacher used all technique in once meeting, but a few meetings, the teacher used three techniques. The teachers implemented the GMT procedure appropriate with theory, but there are two steps of GMT that were not implemented by the teacher. The teacher used this method because it helps students understand the lessons easily and through this method students can develop many English skills, they are translation, grammar, reading and writing.

Keywords: Grammar Translation Method, Teaching English

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CHAPTER I

INTRODUCTION

A. Background

In the context of teaching and learning English, teaching grammar has an immense effect in assisting students to get the target of learning English based on communication. Students could be confused to speak or write English without knowledge, especially structure or grammar. So, the one of the language components that must be known by English learners is grammar.

According to Chapman, grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech, writing rules and principles which are followed more or less unconsciously by the native speaker¹. On the other hand, grammar defined by Celce-Murcia and Larsen-Freeman as a way that accounts the structure of the target language and its communicative use². Based on the definitions above, researcher conclude that grammar is a way to know English sentence rules which is important for English skills. Grammar plays an important role in understanding English. By mastering grammar the students will be able to develop their listening, speaking, reading, and writing skills.

¹Chapman in M. F. Parel, *English Language Teaching (Methods, Tools & techniques)*, (Jaipur: Sunrise, 2008), p. 141

² Celce-Murcia and Larser-Freeman in Widiyanto, *The Use of Grammar Translation Method To Improve Student Mastery Of Causative Form*, (Semarang : 2011), p. 9

As the beginner, learning English grammar is complicated, because the students must consider the rules of that language before the student familiar with it. Celce Murcia stated that, “if we force too much grammar focus on beginning level learners, we run the risk of blocking their acquisition of fluency skills”. At the advanced level, grammar is not necessarily. It is less to disturb communicative fluency. It may or may not be more important, depending on the accuracy that have been achieved by learner³.

In the curriculum 2013 which is currently used, English becomes a compulsory subject starting from the junior high school⁴. English curriculum in junior high school, especially in the grade eight which the grammar is English material integrated each chapter. For example, Basic Competence number 3.9 mentions, “Implementing social functions, structure text, and linguistic elements of the verbal text and transactional interactions writing that involves action giving and asking for the information related to the ratio of numbers and the nature of people, animals and things with the context use. (Note the linguistic element degree of comparison).”⁵ In teaching English, the material for the grade eight is mostly text that include linguistic element and the integrated grammar in it. In some, from the explanation above grammar is still taught because it is an important component in English.

³ Celce-Murcia in H. Douglas, Brown, Teaching by Principles. (California:2000), p.363

⁴ Prof. Dr. Khairil Anwar Notodiputro, “Kurikulum 2013”. (Kemendikbud:2013). p.2

⁵ Wahyuni, Dian. Permendikbud No. 37 Tahun 2018 KI-KD SMP-SMA, p.10

There are many methods in teaching English grammar. One of them is grammar translation method. This method appeared around 19th century where the classical method came to be known as grammar translation method (GTM). The purpose of this method was for helping students read and appreciate a foreign language literature. Then, the students would become familiar with the grammar of their native language by learning the target language grammar. Next, the familiarity would help them to speak and write in their native language⁶. Furthermore, GTM is a method based on the grammatical competence target that focuses on the grammar as a basic of a language. it is like Richard mentioned that grammatical competence refers to the knowledge that account the ability in producing a sentence.⁷

Every method in teaching foreign language has advantages that should be considered by teacher, GTM also has some advantages. Gorzky mentioned that the advantages of GTM are (a) it reduces the teacher stress, the students translate the text from target language into native language, so the teacher involvement is rarely necessary and teacher who is not fluent in target language, especially English is able to teach by using this method. (b) it focuses on grammar, sentence structure and word meaning, it can help the students to learn how to read and write in the target language.⁸ From explanation above, researcher conclude that GTM is a great

⁶Faisal Rahman.Grammar Translation Method, (Yogyakarta:2014), p.2

⁷Richard. Op.Cit, p.2

⁸Gorzky in Widiyanto, The Use Of Grammar Translation Method To Improve Students' Mastery Of Causative Form, (Semarang:2011), p.16

method in teaching English, because the student not only know grammar, but it also can increase students' English skills like listening, reading, and writing.

Based on pre-observation conducting by researcher in several junior high schools in Rejang Lebong in order to see the specific method used by the teacher in teaching English which started from junior high school number one until six. Apparently, junior high school number one until five didn't implement specific method. However, researcher found a school where implement specific method namely Grammar Translation Method. Based on the pre interviewed that have been taken, the teacher who teach English in junior high school 06 Rejang Lebong. the teacher said that the teacher has implemented GTM about Fifteen years until now. The teacher teaches grade eight in three classes and never change the method during teaching.

Based on the observation conducted by the researcher in the class. It turns out that students memorized vocabularies a lot. It can be seen from the students' activities who mention the meaning of several vocabularies from English into Indonesian without looking at dictionary. In order to get the information, researcher interviewed some students, students said that by using this method they can understand English as a foreign language easily. However, the students also felt bored, because every learning the teacher always uses the same method. Students are asked to translate the words and analyze existing grammar.⁹

⁹ Observation and Interviewed on some students and Teacher at the Junior High school, on Sunday, March 22th 2019

From the explanation above, it could be seen that GTM appeared around the nineteenth century, so this method is a classic method. Although it's a classic method, in fact the researcher found a teacher who use this method in teaching English. The teacher has been using this method since 2005 until now. From the explanation above, the Grammar Translation Method is a good method which helps students to develop their English skill. In this case, researcher interested in conducting a study entitled "The implementation of grammar translation method in teaching English in grade eight at junior high school 06 Rejang Lebong 2019-2020 academic years."

B. Research Question

Based on the background of the problem, the problems formulated in this study are:

1. How Grammar Translation Method Implemented by the teacher in Junior High School 06 Rejang Lebong?
2. Why the teacher implements Grammar Translation Method in teaching English?

C. Objective of Research

Based on the research question above, the objectives of this research are:

1. To know the implementation the Grammar Translation Method by the teacher in Junior High School 06 Rejang Lebong.
2. To find teacher's reason in implementation GTM in teaching English.

D. Delimitation of the Research

In this research, researcher focused on the implementation of Grammar translation Method in teaching English in junior high school 06 Rejang Lebong for grade eight.

E. Definition of Key Terms

1. Implementation

According to Susilo, implementation is an applying of idea, concept, or innovation in a practical action in expectation. It will give good influence in changing of knowledge, field or affection¹⁰. In this research, implementation is the use grammar translation method in teaching English in junior high school 06 Rejang Lebong.

2. Grammar Translation Method

Grammar translation method are the method that combine between Grammar and translation method, so grammar translation method is the way in teaching English or foreign language. Greek was taught by GTM or *Classical Method* that focuses on grammatical rules, translation of texts, memorization of vocabulary, various declensions and conjunction and doing written exercises.¹¹ Grammar translation method in this study is the method that combine between grammar and translation method that use in teaching English in junior high school 06 Rejang lebong.

¹⁰Hornby. *Oxford AdvanceLearner's Dictionary*.China:Oxford University Press. 2003. p.215

¹¹Greek. Op.Cit. p.365

3. Teaching English

Teaching is the work of a teacher, the ideas of a particular person or group. According to David Crystal, English is a language which has traditionally become an international language for one chief reason: the power of its people – especially their political and military power.¹² In this study, teaching English as a foreign language where the teaching process implements grammar translation method in Junior High School 06 Rejang Lebong in grade eight.

F. Significance of the Research

Theoretically, this research can be useful for teachers. They can get several advantages. They are broader description about the implementation of Grammar Translation Method.

Practically, this research can be used by the teacher as a reference in teaching English, so the researcher hopes by reading this research the teacher could be better in the future. Furthermore, for next researcher this research could be a reference when they want to conduct the research related to Grammar Translation Method.

G. Thesis Organization

This part provides the paper organization from chapter one until chapter five. Chapter I is Introduction. It consists of background, research questions, object of study, delimitation of the research, definition of key terms, significance of the

¹² David Crystal. *English as a global language*. (New York Published in the United States of America by Cambridge University Press:2003), p. 9

research and thesis organization. Chapter II deals with review of related literature. It provides review of related theory and review of the related studies. Chapter III is research methodology. It deals with kind of research, subject of the research, technique of collecting data, research instrument, equipment and technique of analysis data. Chapter IV deals with findings and discussion. It provides several finding and discussion of the problems. Chapter V is conclusion and suggestion. It consists of the conclusion and suggestion from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theory

This chapter consists of several theories which related to this research. It consists of the definition, historical, characteristic, technique, advantages and disadvantages, the implementation of grammar translation method, translation to facilitate learning of grammar translation method and the last teaching English in junior high school in Indonesia.

1. Grammar Translation Method

a. Definition of Grammar Translation Method

Grammar translation method is a method derived from two methods, namely the translation method and grammar method and also often referred as a transitional method, because it has been used for centuries. The history of GMT is as follows in the nineteenth century. The *Classical Method* came to be known as *Grammar Translation Method (GTM)*. The purpose of this method was for helping students in reading skill, appreciate foreign language literature. Then, the students would become familiar with the grammar of their native language by learning target language grammar. The familiarity would help them to

speak and write better in their native language¹³. In the Grammar Translation Method, students learn grammatical rules together with lists or vocabulary groups. The words are used as phrases or sentences based on the rules that have been learned.

From the explanation above, researcher conclude that GTM is a method that based on the grammatical competence target that focus on the grammar as a basic of a language. Richard mentioned that grammatical competence refers to the knowledge grammar that account of ability in producing a sentence.¹⁴

b. Characteristic of GTM

Every method has its own characteristic which should be known by teacher in teaching a foreign language. GTM also has its own characteristic. The major characteristics of GTM are:¹⁵

1. Classes are taught in the mother tongue with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.

¹ Larsen-Freeman, Op.Cit, p. 2

¹⁴ Richard. Op.Cit,p.2

¹⁵Prator and Celce-Murcia in Brown, Teaching by Principle An Interactive Approach to Language Pedagogy, (Network:2001), p.19

4. Grammar provides the rules for putting words together, the instruction focuses on the form and inflection of words.
5. Reading the difficulties classical text begun early.
6. Paid a little attention to the texts content, which are treated as exercises in grammatical analysis.
7. Drills are exercised in translating disconnected sentences from the target language into the mother language.
8. No attention of pronunciation.

Furthermore, some characteristics of grammar and translation methods described as a learning method:¹⁶

1. There are activities of mental discipline and intellectual development in learning languages with a lot of memorization and understanding facts.
2. There is an emphasis on reading and translation activities while listening and speaking activities are less attention.
3. Vocabulary selection in particular based on the reading texts used. This vocabulary is taught through bilingual lists, dictionary studies and memorization.

¹⁶Acep Hermawan in Weliyani. Pengaruh Penerapan Grammar And Translation Method Terhadap Hasil Belajar Siswa Kelas Iv Pada Mata Pelajaran Bahasa Arab Di Madrasah Ibtidaiyahal-Ittifaqiah Indralaya, (Palembang: 2017), p.33

4. Sentences are fundamental units. The activities are paid attention to sentences, because most students' activities spent by translating separate sentences.
5. Grammar is taught deductively which is by presenting language rules such as in Latin that considered universal (al-'natural / universal). It trained through translations.
6. Daily student language (mother language or second language) is used as an introductory material.

From both characteristics above, it could be concluded that there are no differences in their common outline. For this study, researcher used Prator and Celce Murcia theory, because this theory represents the characteristics of the second theory, shorter and clearer. The characteristic can be used by teacher as an outline of GTM by using technique.

c. Techniques of GTM

There are some techniques used in implementing GTM and every technique is related with the others. The techniques are:¹⁷

1. Translation of a literary passage

The students translate a reading passage from the target language into the native language. The reading passage provides several class, vocabulary and grammatical structure in the passage

¹⁷ Larsen Freeman. *Op.Cit*, p.3

that studied in subsequent lessons. The passage excerpted from some target language literature, or a teacher designed a particular grammar rule and vocabulary. The translation could be written or spoken. Student should not translate idiom and literary, but it shows that they understand the meaning.

2. Reading comprehension questions

The students answer the target language questions based on their reading passage understanding. The questions are sequenced, so the first group asks information contained within the reading passage. In order to answer the question, the second group has to make inferences based on their understanding of the passage. It means they have to answer questions about the passage even though the answers are not contained in the passage itself. The third, group of questions requires students to relate the passage to their own experience.

3. Deductive application of rule

Grammar rules are presented with examples. Exception to each rules are also noted. Students understand a rule, so they are ordered to apply it to some different examples.

4. Memorization

Students are given lists of target language vocabulary and their native language equivalents to memorize them. Students are also required to memorize grammatical rules.

d. Advantages and Disadvantages of GTM

Every method in teaching foreign language has advantages and disadvantages. GTM also has some advantages and disadvantages. Victoria Gorzky mentioned that the advantages of GTM are:¹⁸

1. It reduces the teacher stress, the students translate the text from target language into native language, so the teacher involvement is rarely necessary, especially English is able to teach by using this method.
2. It focuses on grammar, sentence structure and word meaning. It can help the students to learn how to read and write in the target language.

On the other side, Gorzky mentioned the disadvantages of this method are:¹⁹

1. Less learner or students motivation and participation, because GTM is not interactive method. the students will not be motivated and also there is less students' participation and teacher-learner relationship because they just learn from a textbook.
2. Unnatural and inaccurate pronunciation, the students only learn about the grammar and word meaning from a textbook. It makes them do not know how to pronounce the words naturally and accurately.

¹⁸ Victoria Gorsky, "Advantages and Disadvantages of GTM", Retrieved September 23th 2018,

¹⁹Victoria Gorsky, Loc.Cit

Those are some advantages and disadvantages of GTM, the teacher should give attention to students when the teachers want to use GTM in teaching language class.

e. Procedure Of Implementation GTM

The characteristics mentioned above are not a set of procedures of Grammar Translation Method. Language teachers may develop their own procedures as long as they are in accordance with the characteristics of Grammar Translation Method. The following procedure of teaching the target language through the Grammar Translation Method is adapted teaching the target language through the Grammar Translation Method by Larsen-Freeman.²⁰

1. The class reads a text written in the target language;
2. Students translate the passage from the target language to native language;
3. The teacher asks students in their native language when they have questions. students ask the questions and the teacher answers the questions in their native language;
4. Students write the answers by reading comprehension questions;
5. Students translate new words from the target language to native language.

²⁰ Larsen Freeman. Op.Cit, p.3

6. Students are given a grammar rule, based on the example that applies the rule by using the new words.
7. Students memorize vocabulary.
8. The teacher asks students to state the grammar rule.
9. Students memorize the rules.
10. Errors are corrected by providing the right answers.

Furthermore, the practice of using grammar and translation methods in learning can be done as follows:²¹

1. The teacher gives the students a reading text
2. The students ordered to read the text silently
3. The teacher helps the students to identify a grammar rule in the text and translate the text word by word directly and
4. The students memorize the grammar rule and the translation

For example, there is an activity of teaching learning activity using GTM:

- At beginning of the class, the teacher gives the students a text entitled, Nyi Roro Kidul :

Nyi Roro Kidul

Dewi Kandita was an unlucky princess. Dewi Kandita's life changed after she was cursed. She and her mother wandered in the forest. Unfortunately, her mother did not survive, she died. Dewi Kandita was

²¹ Ibid, 5

confused and upset. She cried until she fell asleep. She had a dream. She jumped into the water and was free from the curse. When she got up, she jumped into the sea. She turned into a beautiful lady. She was beautiful as she was before. Then she realized that she was no longer a human.

Dewi Kandita became a powerful goddess. She manages all “creatures” on the southern coast of Java and she is known as Kanjeng Ratu Kidul (Nyai Roro Kidul). She wanted to get with her father. She became a primary bride of Mataram’s kings, the rivals of Pajajaran’s wisdom. People say she traps males who wear green clothes while they walk along the shore. They are swallowed by the waves either missing or dead. People still believe that they have become her guards or male companion. Prabu Siliwangi from Pajajaran, had many wives. Because Dewi Kandita and her mother (Queen Mayang sari) were very beautiful. the king’s wives were jealous. They used some kind of black magic to curse Dewi Kandita and her mother. The princess and the queen became ugly and dirty.

1. The students read the text
2. Then identifying the grammar rule
 - Generally, the text is structured as simple past tense, because there are tobe (was and were) and the text also generally use verb 2, such as had, became, wandered, died , cried, thought, got up, etc.

- The first sentence: “DewiKandita was an unlucky woman”

=> S + tobe + complement

The sentence structure is simple past tense as a nominal sentence because there is no verb in the sentence. The translations are:

3. Translating word by word by the teacher’s help.

- 1) Dewi Kandita: Dewi Kandita
- 2) Was : adalah.
- 3) An : seorang
- 4) Unlucky : tidakberuntung.
- 5) Woman : wanita.

- The meaning in Indonesia is Dewi Kandita adalah seorang putri yang tidak beruntung.

4. The activity is repeated till the end of the text. Then, the students are ordered to memorize the grammar rule of the text and text translation

f. The Use of Translation to Facilitate Learning

The use of translation in foreign language teaching has been considered detrimental. It does not allow the achievement of fluency and faster communicative language use.²² Therefore, it has been mostly avoided.

²² Newson in Cagri Tugrul Mart. “The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes”, Vol. 1. No 4 (Iraq:2013), p. 104

It has been thought that students learn better if they are given maximum exposure to the target language. The Grammar Translation method has been criticized for not giving the enough opportunity to students to get involved in the target language. Translation is a useful tool, especially in an EFL environment.²³

As Stern stresses translation holds an important place in language learning.²⁴ In order to let students realize difficulties in language learning. Translation is a useful resource where the students can see the similarities and differences between L1 and L2. They understand the language system better. Through comparing the target language and their native language, they may use the target language effectively. Alan Duff stated that translation is a natural and necessary activity.²⁵ He points out that the use of translation shapes is the way of thinking and to some extent the use of the foreign language. He said that “translation helps us to understand better the influence of the one language to the other and to correct errors of habit that creep in unnoticed”. Providing students accurate translation of English word help them understand quickly and they can acquire the target language with ease. Avoidance of translation in learning process may hinder the comprehension of the foreign language. The lack of comprehension affect

²³ Ellis. Op.Cit, p. 104

²⁴ Stern. Op.Cit, p. 105

²⁵ Alan Duff. Op.Cit, p. 104

students' achievement. Translation makes the learning meaningful and students become active to participate in the learning process.

Danchev lists the benefits of translation as:²⁶

1. Natural and easy comparison between the target and the native language, thus facilitating faster decoding the difficulties target language structures and elements;
2. Quick and effective comprehension control;
3. To overcome and neutralize native language transfer. In order to perform the understanding of the instructions significantly.

Translation is a useful tool to verify the comprehension of these instructions. As Harmer suggests: "The translation of these instructions to make sure that the students have understood".

Alan Duff argues that "translation develops three essential qualities to all language learning; accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)".²⁷ These qualities are important factors in foreign language learning process. They contribute to better understanding.

2. Teaching English in Junior High School in Indonesia

In Junior High School, teaching English is the beginner level. In curriculum namely Curriculum 2013, English becomes a compulsory subject that begin in

²⁶Danchev . Op.Cit, p.104

²⁷ Alan Duff. Loc. Cit

junior high school, temporary in elementary school is not.²⁸ Curriculum 2013 adheres to: (1) learning done by the teacher (taught curriculum) in the form of a process developed in the form of learning activities at school, class, and community; and (2) direct learning experience of students (curriculum) based on background knowledge, characteristics and initial abilities learners. Direct learning affects learners become learning for himself while the whole students' learning results become curriculum results.²⁹

Curriculum 2013 intended to fulfill the demands of the realization conception education that develop students and the context of their lives as interpreted in conception transformative pedagogics.³⁰ This conception demands that the curriculum must be seated as a tool in order to create maturing students with psychological development and get pedagogical treatment based on environment and era context. It is the priority in designing curriculum for secondary education especially junior high school.

Therefore, the implementation in junior high school has been more emphasizing knowledge. It needs to be developed into a stressing curriculum in the process of building attitudes, knowledge and students' skills through a variety of an educating and educating approach. Mastery of subject is no longer emphasized on understanding sterile concepts from people's lives, but in building knowledge

²⁸ Prof. Dr. khairil Anwar Notodiputro, Kurikulum 2013, Kemendikbud:2013, p. 2

²⁹ Adhe Sesva Yulanda Afri Loren, Pembinaan Pembelajaran Bahasa Inggris Berbasis Kurikulum 2013 Oleh Kepala Sekolah, Bengkulu Utara, p. 360

³⁰ Adhe Sesva Yulanda Afri Loren, *Loc. Cit*

through authentic learning. Thus, curriculum and learning besides reflecting the content of knowledge as part of human civilization to realize the civilizing process of students throughout life. The goals of teaching English in junior high school are the student achieve the functional level. It communicated by spoken and written and the students have an awareness of the nature and the importance of English to improve the competitiveness in a global society and develop student's understanding of the interrelationships between nations and cultures.³¹

In the basic competence of the Curriculum 2013, Junior High School level teaches students more with text while the teaching of grammar in particular is not good. It could be seen from the Curriculum 2013 based on student textbook. It finds the grammars. it has integrated in the existing subject matter. So, students learn it indirectly. For example, the standard competition number 3.9 mentions "Implementing social functions, structure text, and linguistic elements of the text verbal and transactional interactions that involves action giving and asking information related to the ratio of numbers and the nature of people, animals and things with the context of its use. (Note the linguistic element degree of comparison)."³². The sentence in question is a good sentence and uses the correct language rules. It shows the importance of learning grammarz in accordance, the purpose of learning English in junior high school is communication, speaking and students have an awareness of the nature.

³¹Ibid, p. 4

³²Loc.Cit

B. Review of Related Finding

There are three related findings which are encountered. The first is the journal by Cagri Tugrul Mart entitled "The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes" as one of student college in Department of Languages, Ishik University, Erbil, Iraq. In his study, he found the conclusion the use of translation will contribute to the use of the target language effectively. Learning gets meaningful by translation and better comprehension promotes foreign language proficiency. The Grammar-Translation method is useful, because learning process is clearer. Thus, the accuracy acquired by students.

The second, the study concerning with grammar translation method has also been conducted by Widiyanto as one of students collage in University of Sriwijaya, 2011. His study is entitled the use of grammar translation method To Improve students' mastery of causative form (a case of the year eleven students of Sma 01 Tunjungan, Blora in the academic year of 2010/2011). Base on the result of his study grammar translation method can be used to improve students' mastery of Causative form through practicing the translation, by involving students' mother tongue directly. Learning English causative form using grammar translation method can improve students' achievement.

The third, the study concerning with grammar translation method has also been conducted by Devi Siti Sihatul Afiah. His study is entitled Improving Students' Reading Ability Using Grammar Translation Method. Devi Siti Sihatul Afiah done at MA Salafiyah Cirebon in the 2011/2012 Academic year. Base on the result of his

study the results of this research were: (1) The Grammar translation Method Improve students' reading ability. It could be seen in the table 1; (2) The strength of Grammar Translation Method was the students challenged to read the difficult texts. However, the weakness of Grammar Translation Method was felt bored to memorize the vocabularies and irregular verb.

Based on the findings of the three studies above, this study is different with theirs, because this study is emphasized on the implementation of grammar translation method in teaching English in grade eight. This study is developed by employing a descriptive qualitative design to collect and analysis the data, the process of both collecting and analysis data is conducted at Junior High Schools 06 in Rejang Lebong.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method to conduct the research. It consists of kind of the research, subject of the research, technique for collecting data, research instrument, and data analysis technique.

A. Kind Of Research

This research design is qualitative research design. The research applied qualitative research because it appropriate for this research. According to Creswell, “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”.³³ In addition qualitative research explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get a depth opinion from participants.³⁴ In other words qualitative research is a design which is used to search and know social or human problem toward individual or groups.

In this case the researcher investigated the Implementation of grammar translation method conducted by a teacher at junior high school 06 Rejang Lebong. Then, researcher described and present all the fact objectively based on the data that obtained from observation and interview.

³³ John W.creswell, *Research Design Qualitative, Qualitative and Mixed Methods Approaches*, (New york: SAGE Publicattions,Inc, 2009), p.4

³⁴ Catherin Dawson, *Pratical Research method*, (Oxford: Cromwell,2002), p.14

B. Subject of the Research

The Subjects of this research is English teacher in junior high school 06 Rejang Lebong. The researcher used purposive sampling in chosen the sample. Purposive sampling is a technique for selecting the subjects by some considerations or purposes.³⁵ The considerations for choosing her because only her English teacher who teach English by implementing GTM in Junior High School 06 Rejang Lebong, she is English teacher and she is not familiar with the researcher. The last consideration was to prevent the bias information, because if the subject is closed with the researcher the data could be totally truth. From this sample, the researcher investigated teachers' method which used by the teacher in teaching English.

C. Technique of Collecting Data

In this research, the research employed three technique of collecting data deal with research question needed namely observation, interview and documentation.

1. Observation

Observations are the ways used to review the activities of students and teachers in the implementation of GTM. Setiyadi argues that there are some advantages of using observation, they are: a. In order to get the real condition of an activity; b. In order to get more accurate data; c. The

³⁵ Sugiyono, *Metode Penelitian Pendidikan*. Bandung: 2010, p.124

researcher can choose an appropriate data.³⁶ The purpose is to explain the situation and activities in that area and the relation between the situation and the activities.

The observation in this research was non participant observation. The researcher did not participate totally in students' activities. The researcher watched independently in teaching learning English class process. In this research, the researcher had done pre observation to know the general description about the implementation of Grammar Translation Method. Then, the researcher researched more specific. It was done twice in English class.

2. Interview

According to Khan and Cannel interview is the discussion between two persons by a purpose. Certainly, Interview also the tool that use to find out the response of students who realize it and also the teacher who implements this method.³⁷ In addition, Gay states that interview is most appropriate for asking questions that cannot effectively be structured into a multiple choice format, such as questions of a personal nature or questions that require lengthy responses.³⁸

³⁶ Bambang Setiyadi Ag, *Metode penelitian untuk pengajaran bahasa asing (pendekatan kuantitatif dan kualitatif)*. Graha Ilmu: Yogyakarta: 2006, p. 240

³⁷ Samiaji Sarosa, *Penelitian Kualitatif*. 2011, p. 45

³⁸ Gay. *Ibid.*, p. 291

Interview used in this research was semi-structured interview. Gay explains that semi-structured interview is to take advantage of strengths of interviews.³⁹ Catherine says that in semi-structured interview the participant is free to talk about what he or she deems important with little direction influence from the researcher.⁴⁰ To do this interview, for teachers, they were given several questions about her method. The researcher used tape recorder to do this interview. Catherine says the advantages of using tape recorder are: a. It can concentrate on listening to what they say, b. It can be able to maintain eye contact, c. It has a complete record of interview for analysis including what is said and interaction between interviewer and interviewee, d. It can have plenty of useful quotations for report.⁴¹ After that, the recorded data changed into written transcript text.

D. Research Instrument and Equipment

Regarding the instrument of the research, Lincoln and Guba in Sugiyono state that:

“The instrument of choice in naturalistic inquiry is the human. we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. If the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed. It is grounded in the data that the human instrument has product.”⁴²

³⁹ Gay. *Ibid.*, p. 292

⁴⁰ Dawson. *Op. Cit.* p.28

⁴¹ Dawson. *Ibid.*, p.66

⁴² Lincoln and Guba in Sugiyono. *Op. Cit.* p.306.

From the explanation above, the researcher became the key of instrument. Furthermore, the researcher used other instruments for completing the data. They are field note, Checklist of observation, interview guidance and record.

1. Field Notes

Field notes are the observer's video of what the teacher seen, heard, experienced and thought during an observation. They contain descriptive and reflective aspects.⁴³ Field notes are your main way of recording data. These might be practical details about events, times, dates and places. They might be methodological notes concerning your role, your influence on the encounter, your relationship with the informants, sampling procedures and so on.⁴⁴

In this research, it was used when the researcher did pre observation and observation. It presents the data for the research questions. The researcher always used field notes as long as doing observation. The format of field note consisted the implementation of grammar translation which is based on the characteristic, technique and the step implementation of GTM in the class.

⁴³ Gay,*Op.Cit.*p.213

⁴⁴ Dawson.*Op.Cit.*p.106

2. Checklist Observation

A checklist observation⁴⁵ is a list of things that going to look at when the researcher observe a class. This list may have been prepared by both of observer or the teacher. Observation checklists not only give an observer a structure and framework for observation, but also as a contract of understanding with the teacher to make the result be more comfortable and get specific feedback on aspects of the class.

Checklist is a list of subject, factors and names to search. The purpose is to make a systematic note; this instrument may the researcher get a valid data in other field. The research just put check (√) in each aspect that want to observe. The writer prepares a checklist about Grammar Translation Method based on the Characteristic, Technique and Implementation procedure.

3. Interview guidance

The researcher must have interview guidance involving questions to be asked. It was used when the researcher interviewed the teacher. It was used in order to attain standardized comparable data from each respondent. All interviews must be conducted in essentially the same manner.⁴⁶ For the teacher, the research asks about how the implementation of Grammar

⁴⁵ Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: alfabeta:2010), p.124.

⁴⁶ *Ibid*.p.292

Translation Method in Grade Eight in Junior High School. The line of interview consisted of English teachers' method.

In this research the researcher use semi-structured interview. Gay explains that semi-structured interview is to take advantages from the strengths of interviews.⁴⁷ In addition, Catherine says that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.

Human instrument is the concept of instrument which can be revealing the obvious fact of the field done by research itself. Therefore, on this final project the researcher is the key instrument. The data of this research collected by give the question and get the data from respondent.

Table 1: Blue Pint for Observation

NO	ASPECTS OF GTM	INDICATORS	SUBINDICATORS	STATEMENTS
1.	Technique	1. Translation of a literary passage	1. The students translate a reading passage from the target language into the native language	1. From the target language, students translate the reading passage into their mother language.

⁴⁷ Gay.lbid, p.292

			<p>2. The reading passage provides the focus for several class</p>	<p>2. The reading passage provides the focus for several classes.</p>
			<p>3. vocabulary and grammatical structure in the passage are studied in subsequent lessons</p>	<p>3. Vocabulary and grammar are not learned all together, but they are learned one by one in sequence.</p>
			<p>4. The passage may be excerpted from some work from target language literature</p>	<p>4. The passages or texts given to students as the learning input to be translated are those written by native English users.</p>
			<p>5. A teacher may write a passage carefully designed to include particular grammar ruler and vocabulary</p>	<p>5. At some point, the teacher himself/herself writes the texts to be given to students in order to conform to certain grammatical rules and</p>

				vocabularies which become the targeted practice.
			6. The translation may be written	6. Students are allowed to translate the given texts in a written form.
			7. The translation may be spoken	7. At some degree, the translation activity that students deal with can also be done orally.
			8. Student should not translate idiom and the like literary, but rather in a way that shows that they understand their meaning	8. In dealing with idioms or literary words/phrases while translating, students are not recommended to translate them but to just indicate that they have understood the intended meanings of

				those idioms or literary words/phrases.
		2. Reading comprehension questions	1. The students answer questions in the target language based on their understanding of the reading passage	9. The students answer questions in the target language based on their understanding of the reading passage.
			2. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage	10. The questions to answer the reading passages are presented in sequence, whereby explicit information-based questions are presented at the first group of questions.

			<p>3. In order to answer the second group of questions, students will have to make decisions based on their understanding of the passage</p>	<p>11. Implicit-based questions are given in the second group order.</p>
			<p>4. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself</p>	<p>12. For the implicit information-based questions, students are demanded to draw their own conclusive understanding of the passage in which such understanding is not stated directly in the passages.</p>
			<p>5. The third part of their own experience</p>	<p>13. The third group of questions asks about students' own experience.</p>

			1. Grammar rules are presented with examples	14. The teacher present the grammar rules with examples.
		3. Deductive application of rule	2. Exceptions to each rules are also noted	15. Students record each distinction in each rule.
			3. Once the students understand a rule, they are ordered to apply it to some different examples.	16. The teacher instructs students to practice the rules of language by making several different examples after they understand those rules.
			4. Memorization	1. Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize

			them	
			2. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation	18. The teacher instructs students to memorize grammatical rules and grammatical paradigms.
		1. The class reads a text written in the target language ;		19. The text written in the target language is read by the students.
		2. Students translate the passage from the target		20. The passage from the target language is translated by students.

		language to their mother tongue;		
3.	Procedures of the Implementation	3. The teachers asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language ;		21. If students have questions, they ask in their native language, and the teacher answers the questions in students' native language too.
		4. Students write out the answers to reading comprehension		22. Students write out the answers to reading comprehension questions.

		question s;		
		5. Students translate new words from the target language to their mother tongue;		23. From the target language, new words are translated by students into their mother language.
		6. Students are given a grammar rule		24. Grammar rules are given to students.
		7. Based on the exampl e then apply the rule by using the new words;		25. Rules are practiced with new words based on the existing examples.
		8. Student s memori ze vocabul ary;		26. Vocabularies of the target language are memorized by students.

		9. The teacher asks students to state the grammar rule;		27. Students are asked by the teacher to notify the rules of grammar.
		10. Students memorize the rules;		28. The rules are memorized by students.
		11. Errors are corrected by providing the right answers		29. The teacher provides the right answers of the learned cases as a way to correct the students' mistakes or errors.

Based on the blueprint above, the researcher conducted lattice work with questions which are written in statement form and checklist column.

N O	ASPECT S OF GTM	INDICATO RS	STATEMENTS	CHE CKLI ST	FIELD NOTES
1.	Technique	1. Transl ation of a literary passage	1. From the target language, students translate the reading passage into their mother language.		
			2. The reading passage provides the focus for several classes.		
			3. Vocabulary and grammar are not learned all together, but they are learned one by one in sequence.		
			4. The passages or texts given to students as the learning input to be translated are those written by native English users.		
			5. At some point, the teacher himself/herself writes the texts to be given to students in order to conform to certain grammatical rules and vocabularies which become the targeted practice.		

			6. Students are allowed to translate the given texts in a written form.		
			7. At some degree, the translation activity that students deal with can also be done orally.		
			8. In dealing with idioms or literary words/phrases while translating, students are not recommended to translate them but to just indicate that they have understood the intended meanings of those idioms or literary words/phrases.		
		5. Reading comprehension questions	9. The students answer questions in the target language based on their understanding of the reading passage.		
			10. The questions to answer the reading passages are presented in sequence, whereby explicit information-based questions are presented at the first group of questions.		
			11. Implicit-based questions are given in the second group order.		

			12. For the implicit information-based questions, students are demanded to draw their own conclusive understanding of the passage in which such understanding is not stated directly in the passages.		
			13. The third group of questions asks about students' own experience.		
		6. Deductive application of rule	14. The teacher present the grammar rules with examples.		
			15. Students record each distinction in each rule.		
			16. The teacher instructs students to practice the rules of language by making several different examples after they understand those rules.		
		7. Memorization	17. Students are asked to memorize words from the target language that are commensurate with the native language by giving them a list of vocabularies.		

			18. The teacher instructs students to memorize grammatical rules and grammatical paradigms.		
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N O	ASPECTS OF GTM	STATEMENTS	FIELD NOTES
1.	Procedures of the Implementation	1. The text written in the target language is read by the students.	
		2. The passage from the target language is translated by students.	
		3. If students have questions, they ask in their native language, and the teacher answers the questions in students' native language too.	
		4. Students write out the answers to reading comprehension questions.	
		5. From the target language, new	

		words are translated by students into their mother language.	
		6. Grammar rules are given to students.	
		7. Rules are practiced with new words based on the existing examples.	
		8. Vocabularies of the target language are memorized by students.	
		9. Students are asked by the teacher to notify the rules of grammar.	
		10. The rules are memorized by students.	
		11. The teacher provides the right answers of the learned cases as a way to correct the students' mistakes or errors.	

The researcher conducted lattice work with question which is written in question form and responses for interview.

N O	QUESTION	RESPONS
1.	What GTM techniques are used in the classroom and why do you use it?	
2.	How the implementation GTM technique in the class that you are implementing? Please explain and give the example?	

As Addition information, the instrument had been validated by one of the lecturer IAIN. Then, it checked again by the Advisor and Co-Advisor to see whether the instrument was right or not.

E. Technique of Analyzing Data

According to Gay, all the data analyzed by these steps, namely data managing, reading, description, classifying, interpreting.⁴⁸

1. Data Managing

Before the data from interview read and able to be interpreted, they would be managed by envisioning what the data from the interview of the research look like. The researcher divided the data based on the

⁴⁸ L.R.Gay and Peter Airaisan, *Educational Research Competencies Of Analysis and Application*, (New Jersey, hall, Inc 2000), p. 292

resources. The data from interview would be saved in one folder. Besides that, the folders of data would be divided also by the gotten data. The purposes of data managing are to analyze the data and check it for completeness and to start the researcher to analyze and interpret the data.

2. Reading

In analysis process, reading the field note, transcript, memos, and observer comments to get a sense of the data. According to Krathwohl in this process the researcher writes note in the margin or underline the importance point of the data. In this research, the researcher read the data from interview by using the result of interview. The researcher read the method which used by teacher and implemented that method by the teacher.

3. Description

Description is based on the observation and field notes which is to provide the true picture of the settings and events that took place in it. So, the researcher and the reader understand the context which the study took place.⁴⁹ In this step, the researcher starts to describe all the data that help the researcher to do the next step in analyzing the data.

4. Classifying

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data. In this

⁴⁹*Ibid*, p. 241

research, the researcher starts to classify each data into several categories based on research questions and indicators.

5. Interpreting

Interpretation is also a part of process of writing the result of a study. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is based heavily on the connections, common aspects and linkages among the data, especially the identified categories and pattern. The researcher interprets the data whenever the research uses some conceptual basis or understanding to cluster a variety of data pieces into a category.⁵⁰ To aid interpretation, it is important to make explicit conceptual basis or understandings of the categories and makes one category different from one.

⁵⁰Ibid, p. 250

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

In this chapter, the researcher presented the findings from observation, and interview. This research had been done on August 2019. The aims of this research are to investigate how the implementation of Grammar Translation Method in teaching English in Grade Eight. In collecting the data, the researcher used three instruments. They are 1) Field notes 2) checklist for observation and 3) interview guidance for interview.

1. Data Observation

1). Technique of Grammar Translation Method

There are four techniques that teacher has implemented. It is based on the observation. It could be presented in table below:

NO	ASPECTS OF GTM	INDICATORS	STATEMENTS	FIELD NOTES
1.	Techniques	1. Translation of a literary passage	1. From the target language, students translate the reading passage into their mother language.	The text given by the teacher. Students are asked to translate into Indonesian word by word

			<p>2. The reading passage provides the focus for several classes.</p>	<p>Just several classes are given reading text. However, the other is given sentence from the material at the time</p>
			<p>3. Vocabulary and grammar are not learned all together, but they are learned one by one in sequence.</p>	<p>The teacher explains the meaning of the sentence, synchronized with the translation made by the students, after that the teacher explains the grammar that is in it</p>
			<p>4. The passages or texts given to students as the learning input to be translated are those written by native English users.</p>	<p>The text provided by the teacher comes from the textbook or worksheet used</p>
			<p>5. At some point, the teacher himself/herself writes the texts to be given to students in order to conform the grammatical rules and</p>	

			vocabularies that become the target practice.	
			6. Students are allowed to translate the given texts in a written form.	Students translate in written form on their own books
			7. At some degree, the translation activity that students deal with can also be done orally.	At certain times the teacher asks students who appointed or who want to mention the translation verbally based on the exercise they have made
			8. In dealing with idioms or literary words/phrases while translating, students are not recommended to translate them but to indicate that they have understood the intended meanings of	

			those idioms or literary words/phrases.	
		2. Reading comprehension questions	9. The students answer questions in the target language based on their understanding of the reading passage.	The text given by the teacher more often. There are questions below where students are asked to answer all questions
			10. The questions to answer the reading passages are presented in sequence, where by explicit information-based questions are presented at the first group of questions.	The first question about the main idea of the paragraph
			11. Implicit-based questions are given in the second group order.	The second question is about what topic is in the text

			<p>12. For the implicit information-based questions, students are demanded to draw their own conclusive understanding of the passage in which such understanding is not stated directly in the passages.</p>	<p>The third question about the information in the text is related to the causation that causes something to happen. For the next question, ask about the meaning / valuable lessons that can be concluded from something that has happened.</p>
			<p>13. The third group of questions asks about students' experience.</p>	
		<p>2. Deductive application of rule</p>	<p>14. The teacher presents the grammar rules with examples.</p>	<p>The teacher explains about grammar with sentences that students have translated</p>
			<p>15. Students record each distinction in each rule.</p>	<p>With the explanation given by the teacher students are asked to understand it and make addition notes in the sentences they are</p>

				translated
			16. The teacher instructs students to practice the rules of language by making several different examples after they understand those rules.	
		3. Memorization	17. Students are asked to memorize words from the target language that commensurate with the native language by giving them a list of vocabularies.	After students translate all sentences word by word in their practice book, students are asked about the meaning of words in the sentence and the teacher asks the words to be memorized.
			18. The teacher instructs students to memorize grammatical rules and grammatical	After explaining the grammar, the teacher asks students to repeat again to mention what has been explained and if anyone does not remember being asked to memorize it.

			paradigms.	
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In the class, the teacher uses four techniques namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. It can be seen from the results of observations that have been taken above.

2). Procedure of Grammar Translation Method

After observing the implementation of Grammar Translation Method in Grade Eight in Junior High School 06 Rejang Lebong, the researcher found some data. The observations were done on August 29th. The respondent is one of English teacher who teaches English in Grade Eight. The procedure of Grammar Translation Method as long observation taken place in this below:

NO	ASPECTS OF GTM	STATEMENTS	FIELD NOTES
		1. The text written in the target language is read by the students.	The teacher given a text or sentence and asked the student to read the text in target language turning on.

1.	Procedures of the Implementation		
		2. The passage from the target language is translated by students.	The teacher asked student to translate the text or sentences.
		3. If students have questions, they ask in their native language and the teacher answers the questions in students' native language too.	
		4. Students write out the answers to reading comprehension questions.	The teacher asked the student answered the reading comprehension questions. (if the teacher gives exercises in the form of text there are several questions below)
		5. From the target language, new words are translated by students into	The student translated the sentence word by word in student's book from English into Indonesian.

		their mother language.	
		6. Grammar rules are given to students.	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.
		7. Rules are practiced with new words based on the existing examples.	
		8. Vocabularies of the target language are memorized by students.	The teacher asked the student to memorize several words from the sentence.
		9. Students are asked by the teacher to notify the rules of grammar.	The teacher explained the grammar and ordered the student to write it.
		10. The rules are memorized by students.	The teacher asked student to memorize the grammar rules.

		11. The teacher provides the right answers of the learned cases as a way to correct the students' mistakes or errors.	The teacher corrected the right translation that student made.
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The data above is based on the results of seven observations in grade Eight. There are three classes and the procedures performed by the teacher during the observation. The data are as follows:

- 1) The first observation, the teacher taught about "Expression" in 8c Class. The procedure are:
 - a) The teacher gives the exercise to student that title "Expression".
 - b) The teacher ordered students to translate the exercise and fill the right answer.
 - c) The student, who has done first, must write the translation of the exercises on the blackboard.
 - d) The student read the translation word by word before the meaning of sentence.
 - e) The teacher corrects the right translation

- f) The teacher explain grammar by focusing on form of verb existing and the name of the grammar related the verb
 - g) The teacher ordered the student to write the teacher's explanation.
 - h) The teacher asked the students to continue for answer the question.
- 2) The second observation, the teacher taught about text reading namely "Congratulation" in 8b class. The procedure are:
- a. The teacher given a text that title "Congratulation" by five question in the below
 - b. The teacher asked students to read the text in target language in turning on
 - c. The teacher asked students to translate the text
 - d. The student translated text word by word in each sentences from English into Indonesian.
 - e. The teacher showed the students to write the translation on the blackboard
 - f. The student wrote the translation from target language into native language on the black board
 - g. The students read the translation form target language into native language
 - h. The teacher correct the right translation in native language

- i. The teacher gave the explanation about grammar in the sentence by focus on the verb form in the sentences
 - j. The teacher asked student to write the explanation
 - k. The teacher asked students to memorize the grammar rules and several words exist in the sentence
 - l. The teacher asked students to continue answering the reading comprehension questions.
- 3) The third observation, the teacher taught about reading text namely “Rania’s Handcraft” in 8a Class. The procedure are:
- a. The teacher gave a text the title “Rania’s Handcraft” by five question in the below
 - b. The teacher asked students to read the text in target language in turning on
 - c. The teacher asked student to translate the text
 - d. The student translated text word by word in each sentences
 - e. The teacher showed the students to write the translation on the blackboard.
 - f. The students wrote the translation from target language into native language.
 - g. The student read the translation.
 - h. The teacher corrects the right translation.

- i. The teacher gave the explanation about grammar in the sentence by focus on the verb form in the sentences.
 - j. The teacher asked student to write the explanation
 - k. The teacher asked student to continue answer the reading comprehension questions.
- 4) The Fourth observation the teacher taught about reading text namely “Rania’s Handcraft”. In 8b class. The procedure are:
- a. The teacher gave a text the title “Rania’s Handcraft” by five question in the below:
 - b. The teacher asked students to read the text in target language in turning on.
 - c. The teacher asked student to translate the text.
 - d. The student translated text word by word in each sentences.
 - e. The teacher showed the student to write the translation on the blackboard.
 - f. The student wrote the translation from target language into native language.
 - g. The student read the translation
 - h. The teacher correct the right translation
 - i. The teacher gave the explanation about grammar in the sentence by focus on the verb form in the sentences
 - j. The teacher asked student to write the explanation

- k. The teacher asked student to continue answering the reading comprehension questions.
- 5) The fifth observation the teacher taught about text reading namely “Expression”. In 8a class. The procedure are:
- a. The teacher gave the exercise to student the title “Expression”.
 - b. The teacher ordered students to translate the exercise and fill the right answer.
 - c. The students, who have done first, must write the translation of the exercises on the blackboard.
 - d. The students read the translation word by word before the meaning of sentence.
 - e. The teacher corrected the right translation
 - f. The teacher explained the grammar by focus on form of verb existing and the name of the grammar related the verb
 - g. The teacher ordered the students to write teacher’s explanation.
 - h. The students are asked to memorize the grammar that teacher explained.
 - i. The teacher asked the students to continue for answering the questions.
- 6) The Sixth observation, the teacher taught about text reading namely “Congratulation”. In 8a class. The procedure are:

- a. The teacher gave a text the title “Congratulation” by five question in the below:
 - b. The teacher asked students to read the text in target language in turning on
 - c. The teacher asked students to translate the text
 - d. The students translated text word by word in each sentences
 - e. The teacher showed the students to write the translation on the blackboard
 - f. The students wrote the translation from target language into native language
 - g. The students read the translation
 - h. The teacher corrected the right translation
 - i. The teacher gave the explanation about grammar in the sentence by focus on the verb form in the sentences
 - j. The teacher asked student to write the explanation
 - k. The teacher asked students to memorize the grammar rules and several words exist in the sentence
 - l. The teacher asked students to continue answer the reading comprehension questions.
- 7) The seventh observation, the teacher taught about reading text namely “The Kitten” in 8c class. The procedure are:

- a. The teacher gave a text the title “The Kitten” by five question in the below
- b. The teacher asked students to read the text in target language in turning on
- c. The teacher asked students to translate the text
- d. The students translated text word by word in each sentences
- e. The teacher showed the students to write the translation on the blackboard
- f. The students wrote the translation from target language into native language
- g. The students read the translation
- h. The teacher corrected the right translation
- i. The teacher gave the explanation about grammar in the sentence by focus on the verb form in the sentences
- j. The teacher asked students to write the explanation
- k. The teacher asked students to continue answering the reading comprehension questions.

2. Data Interview

The data was taken on August 28th. It is about why the teacher uses GTM in teaching English by two questions. The results are below:

NO	QUESTIONS	RESPONDSE
1.	What GTM techniques are used in the classroom and why do you use it?	<ol style="list-style-type: none"> 1. She uses all the techniques, that are namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. From four techniques she does not use all at once in the classroom, it depends on the existing reading text. If the reading text is long and a lot of grammar is used in it, she will use three techniques namely Translation of a literary passage, Deductive application of rules and Reading comprehension questions without Memorization. Meanwhile, if the reading text does not use a lot of grammar, then she will use all at once. 2. The teacher's reason because four techniques are very important in English ability, so it can help students in developing students' ability.
2.	How the implementation GTM technique in the class that you are implementing? Please explain and give the example?	<ol style="list-style-type: none"> 1. The implementation of Procedure are : <ol style="list-style-type: none"> 1) The first she takes reading text from books that students use as teaching media in class to translate. (If the reading text is long the teacher gives homework but if short, students translate in class directly.) for example the teacher gives a texts by tittle Rania's handcraft 2) Starting with the discussion of reading texts. Students read the reading text in English or write in the black door and take turns translating the language into Indonesian. 3) The teacher justifies the meaning of translation with the translation made by students. 4) After the students read the translation, the teacher continue to next technique 5) The existing sentence from the reading text, first she ask students to analyze what form of the verb is in the first sentence and what name of the grammar is in it. By asking students. (Is there a response or not from my students still giving an explanation of grammar relating the words changes in sentence and the verb used). <i>For example the text entitled Rania's Handcraft after the grammar analysis students turns out to use a grammar that is simple past tense, and then the teacher will start an explanation of grammar like this, V2 (made) in the first sentence. That is show the tenses is past tense.</i> 6) The teacher asks students to write the explanation and asks any question or not. 7) After the students have understood about the grammar, the teacher continued to next technique

		<p>8) She asks students to memorize the vocabulary (which is a little difficult to memorize, but often appears in the text especially verb) and the grammar uses in the sentence.</p> <p>9) She gives reading texts which questions are available.</p> <p>a. (Reading comprehension questions are often given in broad outline, such as this is the first question about the main idea of the paragraph. the second question about the topic being discussed. the third and so on about information about people, events, or cause and effect. The last is about the conclusions of the students. Making your own based on an understanding of the text). <i>For example the text that she gave with the title Rania's Handcraft there are several questions below. The first, "what is the main idea of the first paragraph? Secondly, "what is the topic discussed in the reading text? Until the next question.</i></p> <p>2. The teacher said pass through GTM students can understand English easily and become able to memorize vocabulary. This method not only helps students to develop the ability to translate and grammar, but other skills in English namely writing and reading. In the procedure of GTM the students read and write the sentence in target language.</p>
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In the class, the teacher used four techniques namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. Then, the teacher implemented it in nine step and It can be seen from the results of interview that have been taken above.

B. Discussion

1. Data Observation

1). The Techniques of Grammar Translation Method

The Four techniques in the grammar translation method based on Larsen Freeman's theory. they are Translation of a literary passage, Reading comprehension questions, deductive application of rule and Memorization. The teacher implemented all techniques. Where in each class the teacher often implements four techniques, but sometime the teacher uses three techniques based on the time and material.

Teacher's state:

"There are four techniques that teacher based, namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. The four techniques I do not use all at once in the classroom, it depends on the existing reading text. If the reading text is long and a lot of grammar is used in it, I will only use three techniques namely Translation of a literary passage, Deductive application of rules and Reading comprehension questions and Memorization. "

Based on Larsen Freeman's theory in translation of a literary passage, there are steps of the technique that the teacher could not implement.⁵¹

- a. At some point, the teacher himself/herself writes the texts given to students in order to conform the certain grammatical rules and vocabularies which become the target practice.

⁵¹*Loc.it*

- b. In dealing with idioms or literary words/phrases while translating. The students are not recommended to translate them, but it's just to indicate that they have understood the intended meanings of those idioms or literary words/phrases.

In implemented the method, the teacher never writes the text by herself. The teacher always takes the text from text book or worksheet and the teacher never explain about the Idiom.

Based on explanations above, all the techniques that applied by the teacher, but there are still a number of steps of the technique that are not applied.

2). The Procedure of Grammar Translation Method

The teacher's procedure in implementing Grammar Translation Method in the classroom suitable with the procedure based on the Larsen Freeman Theory below:

1. Students translate the passage from the target language to their mother tongue;
2. The teachers asks students in their native language when they have any questions. The students ask questions and the teacher answers the questions in their native language.
3. Students write out the answers to read comprehension questions.

4. Students translate new words from the target language to their mother tongue.
5. Students are given a grammar rule based on the example then apply the rule by using the new words;
6. Students memorize vocabulary;
7. The teacher asks students to state the grammar rule;
8. Students memorize the rules;
9. Errors are corrected by providing the right answers

However, all the procedures based on the theory are not implemented by teacher in teaching English class. Based on the data from first observation, the teacher gave the exercise from the worksheet. The teacher did not give the text to translate, but the exercise choose the right answer, so the teacher not only uses the text to practice in translation, but the material in the worksheet also. In the next step, the teacher not asked the students to memorize the rules of grammar or vocabulary that she has explained. Unfortunately, there are two steps of procedure are not implementing. In the second observation, the teacher implemented all the procedure like Larsen Freeman theory. Based on the data from observation where the teacher implemented all the steps in procedure at once time. The third and fourth observations the teacher didn't ask students to memorize the rules of grammar or vocabulary, but the teacher implemented the other step in procedure. Unfortunately, the fifth and sixth observations are incomplete procedures where the teacher implemented all

procedure at once time. In the last observation, the teacher implemented without memorization where the teacher gave the text to translate.

Based on the explanation above, the teacher has applied the procedure of Grammar Translation Method in suitable with the theory. But not all the procedure have implemented.

2. Data From Interview

2). Why the teacher implements Grammar Translation Method in teaching English.

a. From the technique of GTM

From the interview results which the teacher could not use all at once, the teacher often implemented four techniques and sometime three techniques based on the time and the material.

Based on the teachers' statement:

"There are Four techniques that I used, namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. The four techniques I didn't use all at once in the classroom, it depends on the time and existing reading text. If the reading text is long and a lot of grammar is used in it, I will only use three techniques namely Translation of a literary passage, Deductive application of rules and Reading comprehension questions and Memorization. My reason is because four techniques are very important in English ability so that can help student in develop student ability".

From the teacher's statement above, researcher know that the teacher is able to use all the techniques, because the four techniques are very important in developing students' abilities in English.

b. From Procedure of GTM

In procedure of GTM which the teacher has implemented the procedure according to the existing Larsen Freeman theory. According to the interview results, it obtained from the teacher's interview. there are no two steps in the procedure. That are “If students have questions, they ask in their native language and the teacher answers the questions by students’ native language too”. Then, “Rules are practiced with new words based on the existing examples”.

The interview results obtained by the teacher said that GTM is very helpful for teachers in teaching English, because by using GTM students can understand the lessons in a foreign language. It could be seen on the statement of the teacher, “GTM can help students understanding in English easily by following the procedure in method”.

Through GTM, the teacher can help students who do not have the previous English proficiency to understand the existing lessons also, because there are students in class eight taught by many teachers who do not have English basic. In line with, the teacher's statement as follows:

“Many of the students do not have basic knowledge of English, so students must learn from the basics in order to understand what they learn. In this method, students are taught from vocabulary which is the basis of the language itself, even though

they do not have basic knowledge of English students can understand the lesson”.

The teacher class revealed that many students memorized vocabulary. This can be seen from the rest of the events which can mention the meaning of the word without looking at the dictionary. Based on teacher’s statement: *“Through this method students become able to memorize vocabulary”* From the theories that exist in the procedure of Larsen Freeman at certain steps students are instructed to memorize vocabulary,⁵² so students can memorize a lot of vocabulary because student activities in class.

Grammar Translation Method can also develop students' ability in translation and grammar while developing other language skills namely reading and writing. It could be seen by the result of interview:

“This method not only helps students develop the ability to translate and grammar, but other skills in English like writing and reading. In the procedure of GTM the student reads and writes the sentence in target language”.

The teacher's statement above is in accordance with Victoria Gorsky's theory in one of the Advantages of the GTM method. *“It focuses on grammar, sentence structure and word meaning, it can help the students to learn how to read and write in the target language”.*

Actually, the difficulties experienced by teachers, the students who lack in supporting learning media like dictionaries while studying.

⁵² Loc. Cit

Even though, it is mandatory and must be carried and students who are less enthusiastic in learning class and their enthusiasm for learning are not seen when studying in class. There are some students who are active but more who are passive.

That is based on teacher saying.

“Lack of learning media that supports learning such as dictionaries. For example only some of the students who bring it during class. Even though the dictionary is required to be carried out every lesson. Students lack enthusiasm in learning, perhaps due to their low motivation. This is caused by environmental factors of their family. From their family, if seen from their social factors, most of their parents are broken home, so it affects the children's enthusiasm for learning in the class, due to the lack of supervision from parents. Likewise with association, they hang out a lot with people who are adults to age so from there they work to find additional allowance. It also makes them not think about lessons but think about ways to get money. This the teacher knows when solving student problems that many cases are at school”.

The conclusion from the difficulty faced by the teacher was not because of the techniques in the grammar translation method that he implemented. It turns out that the difficulties they face indeed come from the students themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research questions while the suggestion intended to give information to the readers who are interest in doing further research in this area.

A. Conclusion

Based on the findings and discussion in the previous chapter, the conclusion is the teacher applies the grammar translation method according to the available theory, this can be seen from the data obtained based on the procedures that the teacher does in the classroom. In implementing the procedure, the teacher usually uses four techniques. The four techniques are translation of a literary passage, reading comprehension questions, deductive application of rule and memorization. The teacher uses this method, because it helps students understand the lessons in English and through this method students can develop many skills in English such as translation, grammar, reading and writing.

B. Suggestion

After doing observation in the classroom and interview the respondent, the researcher would like to give some suggestions which may be useful for:

1. School

This research can be a reference for school holders in monitoring the implementation of the grammar translation method in teaching English. In addition, teachers still need references from many sources about the grammar translation method as a method that becomes the teaching icon of the teacher's English language. For improve the quality of teacher teaching. This must also be supported by acceptable facilities, such as reading reference books for teachers.

2. Teacher

Teachers must be better understanding the techniques in grammar translation method in order to improve the quality of teaching, because there are many techniques that can be used. In addition the teacher must create a comfortable classroom atmosphere while learning, so the students do not look a little tense and bored during the teaching process.

3. Other researchers

However, this research is not without limitations. The research sample is too small to generalize findings across the country. A study with a larger sample and diverse geographical location can give different results. Thus, it is recommended for the new studies must be carried out. Furthermore, this study only focuses on teachers. A study that focuses on students' perceptions about the application of the Grammar Translation Method must be explored.

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The Blueprint for Observation

NO	ASPECTS OF GTM	INDICATORS	SUBINDICATORS	STATEMENTS
1.	Technique	5. Translation of a literary passage	9. The students translate a reading passage from the target language into the native language	30. From the target language, students translate the reading passage into their mother language.
			10. The reading passage provides the focus for several class	31. The reading passage provides the focus for several classes.
			11. vocabulary and grammatical structure in the passage are studied in subsequent lessons	32. Vocabulary and grammar are not learned all together, but they are learned one by one in sequence.
			12. The passage may be excerpted from some work from target language literature	33. The passages or texts given to students as the learning input to be translated are those written by native English users.

			<p>13. A teacher may write a passage carefully designed to include particular grammar ruler and vocabulary</p>	<p>34. At some point, the teacher himself/herself writes the texts to be given to students in order to conform to certain grammatical rules and vocabularies which become the targeted practice.</p>
			<p>14. The translation may be written</p>	<p>35. Students are allowed to translate the given texts in a written form.</p>
			<p>15. The translation may be spoken</p>	<p>36. At some degree, the translation activity that students deal with can also be done orally.</p>
			<p>16. Student should not translate idiom and the like literary, but rather in a way that shows that they understand their meaning</p>	<p>37. In dealing with idioms or literary words/phrases while translating, students are not recommended to translate them but to just indicate that they have understood the intended meanings of those idioms or literary words/phrases.</p>

		<p>6. Reading comprehension questions</p>	<p>6. The students answer questions in the target language based on their understanding of the reading passage</p>	<p>38. The students answer questions in the target language based on their understanding of the reading passage.</p>
			<p>7. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage</p>	<p>39. The questions to answer the reading passages are presented in sequence, whereby explicit information-based questions are presented at the first group of questions.</p>
			<p>8. In order to answer the second group of questions, students will have to make decisions based on their understanding of the passage</p>	<p>40. Implicit-based questions are given in the second group order.</p>

			9. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself	41. For the implicit information-based questions, students are demanded to draw their own conclusive understanding of the passage in which such understanding is not stated directly in the passages.
			10. The third part of their own experience	42. The third group of questions asks about students' own experience.
		7. Deductive application of rule	4. Grammar rules are presented with examples	43. The teacher present the grammar rules with examples.
			5. Exceptions to each rules are also noted	44. Students record each distinction in each rule.
			6. Once the students understand a rule, they are ordered to apply it to some different examples.	45. The teacher instructs students to practice the rules of language by making several different examples after they understand those rules.

		8. Memorization	<p>3. Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them</p>	<p>46. Students are asked to memorize words from the target language that are commensurate with the native language by giving them a list of vocabularies.</p>
			<p>4. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation</p>	<p>47. The teacher instructs students to memorize grammatical rules and grammatical paradigms.</p>

2.	Procedures	<p>12. The teachers asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language;</p>		<p>48. If students have questions, they ask in their native language, and the teacher answers the questions in students' native language too.</p>
		<p>1. Students write out the answers to reading comprehension questions;</p>		<p>49. Students write out the answers to reading comprehension questions.</p>
		<p>2. Students translate new words from the target language to their mother tongue;</p>		<p>50. From the target language, new words are translated by students into their mother language.</p>

		3. Students are given a grammar rule		51. Grammar rules are given to students.
		4. Based on the example then apply the rule by using the new words;		52. Rules are practiced with new words based on the existing examples.
		5. Students memorize vocabulary;		53. Vocabularies of the target language are memorized by students.
		6. The teacher asks students to state the grammar rule;		54. Students are asked by the teacher to notify the rules of grammar.
		7. Students memorize the rules;		55. The rules are memorized by students.

		8. Errors are corrected by providing the right answers		56. The teacher provides the right answers of the learned cases as a way to correct the students' mistakes or errors.
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Catatan dari validator (untuk peneliti)

Instrumen ini sudah divalidasi oleh validator. Adapun poin-poin yang divalidasi adalah sebagai berikut:

Terkait instrumen observasi;

1. Validator mengoreksi grammar dan vocabulary choice yang digunakan dalam item-itemnya.
2. Validator menelaraskan kembali maksud indikator dengan statement untuk beberapa item.
3. Beberapa statements dalam indicators and subindicators sudah sangat jelas, maka tidak perlu ditransfer ke ujaran lain. Sebab, bila ujaran yang sudah jelas ditransfer lagi akan memungkinkan pergeseran makna. Seperti pada item-item yang diwarnai biru.

Terkait instrumen wawancara;

1. Instrumen wawancara yang dibuat peneliti sudah bagus.
2. Validator hanya menambah 2 buah pertanyaan yang sifatnya meminta kejelasan konteks dari partisipan nanti. Permintaan terkait kejelasan konteks di sini direpresentasikan dengan pertanyaan (mohon jelaskan) dan pertanyaan (mohon berikan contoh).

Curup, 7 Agustus 2019

Validator

Ruly Morganna, M. Pd.

Table 1. Checklist and Field Note for Observation

NO	ASPECTS OF GTM	INDICATORS	STATEMENTS	CHECKLIST	FIELD NOTES
1.	Characteristics		57. The target language is used only slightly because the teacher teaches more with students' mother language in the classroom.	√	<p>The teacher more uses Indonesia Language and sometime Curup language. For example :</p> <p>3. <i>“nah apa arti won di kalimat pertama di Latihan yang kamu buat??”</i></p> <p>4. <i>“nah jadi won itu artinya menang”</i> When the teacher give the right answer as conclusion)</p>
			58. Students are taught a lot of vocabularies in the form of an isolated word list.	√	Students are taught vocabulary from the reading text or sentence used and the dictionary, while translating words one by one.

			59. Students are given a handful of elaborate explanations with a great extent to grammar.	√	The teacher explains about the grammar used in the reading text or in sentence, the discussion of which is translated sentences
			60. The process of teaching grammar falls into teaching the rules for combining words and teaching the changes of word forms as regards their inflection.	√	The teacher mentions the verb of the sentence and explains some of the word changes caused by the grammar used at that time. Example : The word won in the sentence "the friend of yours has just won nice cash in the lottery" (won is the second verb from win why did it change ?? (because this sentence uses grammar past tense which happened yesterday and the first verb is win)
			61. As the beginning input for learning, students are exposed with difficult	√	Students are given the text reading or the sentence from exercise in

			classical texts.		the worksheet or textbook and usually the teacher ask the student to reading first.
			62. From making use of texts as the input, the emphasis is given to analyzing the grammar or rules used in the texts, while the emphasis on understanding the text contents is not prioritized.	√	The teacher explains about grammar only in general terms, only mentions what grammar is and information about the time used. And provide an explanation of the verb used. The teacher also prioritizes the contents of the text because the translated text must be understood to answer the questions.
			63. The exercises are more often given to engage students in translation practice, where in the sentences (from the given texts) are taken and translated into students' mother language.	√	Class translation exercises are given based on the material taught at that time. <i>For example congratulation material that contains expressions that there are some exercises in it. Students are asked to translate the questions and answers</i>

					<i>and then match the correct contents. Meanwhile, if the reading text is given long it to be homework for students.</i>
			64. Pronunciation learning is little, or it is not prioritized.	√	The teacher teaches the correct pronunciation in several words that students don't read the correct way and not all of it on. For example: how to read hu (the teacher justifies saying hau)
2.	Technique	9. Translation of a literary passage	65. From the target language, students translate the reading passage into their mother language.	√	From the text given by the teacher, students are asked to translate into Indonesian word by word
			66. The reading passage provides the focus for several classes.	√	Just several class is given reading text. However the other is given sentence from the material at the time

			67. Vocabulary and grammar are not learned all together, but they are learned one by one in sequence.	√	The teacher explains the meaning of the sentence synchronized with the translation made by the student and after that also explains the grammar that is in it
			68. The passages or texts given to students as the learning input to be translated are those written by native English users.	√	The text provided by the teacher comes from the textbook or worksheet used
			69. At some point, the teacher himself/herself writes the texts to be given to students in order to conform to certain grammatical rules and vocabularies which become the targeted practice.	-	
			70. Students are allowed to translate the given texts in a	√	Students translate in written form on their own books

			written form.		
			71. At some degree, the translation activity that students deal with can also be done orally.	√	At certain times the teacher asks students who are appointed or who want to mention the translation verbally based on the exercise they have made
			72. In dealing with idioms or literary words/phrases while translating, students are not recommended to translate them but to just indicate that they have understood the intended meanings of those idioms or literary words/phrases.	-	
		10. Reading comprehension questions	73. The students answer questions in the target language based on their understanding of the reading passage.	√	The text given by the teacher more often there are questions below where students are asked to answer all questions

			74. The questions to answer the reading passages are presented in sequence, whereby explicit information-based questions are presented at the first group of questions.	√	The first question about the main idea of the paragraph
			75. Implicit-based questions are given in the second group order.	√	The second question is about what topic is in the text
			76. For the implicit information-based questions, students are demanded to draw their own conclusive understanding of the passage in which such understanding is not stated directly in the passages.	√	The third question about the information in the text is related to the causation that causes something to happen And for the next question, ask about the meaning / valuable lessons that can be concluded from something that has happened.

			77. The third group of questions asks about students' own experience.	-	
		11. Deductive application of rule	78. The teacher present the grammar rules with examples.	√	The teacher explains about grammar with sentences that students have translated
			79. Students record each distinction in each rule.	√	With the explanation given by the teacher students are asked to understand it and make addition notes in the sentences they are translated
			80. The teacher instructs students to practice the rules of language by making several different examples after they understand those rules.	-	

		12. Memorization	81. Students are asked to memorize words from the target language that are commensurate with the native language by giving them a list of vocabularies.	√	After students translate all sentences word for word in their practice book, students are asked about the meaning of words in the sentence and the teacher asks that words be memorized.
			82. The teacher instructs students to memorize grammatical rules and grammatical paradigms.	√	After explaining the grammar the teacher asks students to repeat again to mention what has been explained and if anyone does not remember being asked to memorize it.

Table 2 Interview Guidance

<p>1.</p>	<p>What GTM techniques are used in the classroom and why do you use it?</p>	<p>3. She uses all the techniques, that are namely Translation of a literary passage, Reading comprehension questions, Deductive application of rules and Memorization. From four techniques she does not use all at once in the classroom, it depends on the existing reading text. If the reading text is long and a lot of grammar is used in it, she will use three techniques namely Translation of a literary passage, Deductive application of rules and Reading comprehension questions without Memorization. Meanwhile, if the reading text does not use a lot of grammar, then she will use all at once.</p> <p>4. The teacher's reason because four techniques are very important in English ability so that can help student in develop student ability.</p>
<p>2.</p>	<p>How the implementation GTM technique in the class that you are implementing? Please explain and give the example?</p>	<p>1. The implementation of Procedure are :</p> <p>10)The first she takes reading text from books that students use as media teaching in class to translate. (If the reading text is long the teacher gives as homework but if short student translate in class directly.) for example the teacher gives a takes by tittle Rania's handcraft</p> <p>11)Starting with the discussion of reading texts. Students read the reading text in English or write in the black door and take turns translating the language in Indonesian.</p> <p>12)The teacher justifies the meaning of translation with the translation that students make.</p> <p>13)After the student reading the translation the teacher continue to next technique</p> <p>14)The existing sentence from the reading text first she ask students to analyze what form of the verb is in the first sentence and what name of</p>

		<p>the grammar is in it. By asking students. (Is there a response or not from my students still giving an explanation of grammar relating the words changes in sentence and the verb used). <i>For example the text entitled Rania's Handcraft after the grammar analysis students turns out to use a grammar that is simple past tense, and then the teacher will start an explanation of grammar like this, V2 (made) in the first sentence. That is show the tenses is past tense.</i></p> <p>15)The teacher asks student to write the explanation and asks any question or not.</p> <p>16)After the student has understood about the grammar the teacher continue to next technique</p> <p>17)She asks student to memorize the vocabulary (which is a little difficult to memorization but often appears in the text especially verb) and the grammar uses in the sentence.</p> <p>18)She gives reading texts which questions are available. (Reading comprehension questions that are often given in broad outline such as this is the first question about the main idea of the paragraph, the second question about the topic being discussed, the third and so on about information about people, events, or cause and effect and the last is usually about the conclusions of the students make your own based on an understanding of the text). <i>For example the text that she gave with the title Rania's Handcraft there are several questions below. The first, "what is the main idea of the first paragraph? Secondly, "what is the topic discussed in the reading text? And until the next question.</i></p> <p>2. The teacher said pass through GTM student can understanding English easily and become able to memorize vocabulary. This method not only helps students develop the ability to translate and grammar but other skills in English namely writing and reading. In the procedure of GTM the student reads and writes the sentence in target language.</p>
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Catatan dari validator (untuk peneliti)

Instrumen ini sudah divalidasi oleh validator. Adapun poin-poin yang divalidasi adalah sebagai berikut:

Terkait instrumen observasi;

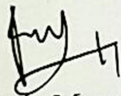
1. Validator mengoreksi grammar dan vocabulary choice yang digunakan dalam item-itemnya.
2. Validator menyelaraskan kembali maksud indikator dengan statement untuk beberapa item.
3. Beberapa statements dalam indicators and subindicators sudah sangat jelas, maka tidak perlu ditransfer ke ujaran lain. Sebab, bila ujaran yang sudah jelas ditransfer lagi akan memungkinkan pergeseran makna. Seperti pada item-item yang diwarnai biru.

Terkait instrumen wawancara;

1. Instrumen wawancara yang dibuat peneliti sudah bagus.
2. Validator hanya menambah 2 buah pertanyaan yang sifatnya meminta kejelasan konteks dari partisipan nanti. Permintaan terkait kejelasan konteks di sini direpresentasikan dengan pertanyaan (mohon jelaskan) dan pertanyaan (mohon berikan contoh).

Curup, 7 Agustus 2019

Validator



Ruly Morganna, M. Pd.

Surat Pernyataan

Saya yang bertandatangan dibawah ini :

Pihak Ke - 1

Nama : Rani Oktavia

Tempat Tanggal Lahir: Curup, 16 Oktober 1995

Prodi : Tadris Bahasa Inggris

NIM : 15552011

Pihak Ke 2

Nama : Khoiri B

Tempat tanggal Lahir : Sampang, 19 Juni 1996

Prodi : Tadris Bahasa Inggris

Nim : 15551021

Menyatakan bahwa skripsi pihak pertama sudah diproofreadingkan oleh pihak kedua. Dengan syarat sebagai berikut :

1. Pihak pertama memberikan Skripsi yang sudah direvisi dari bab 1 s/d bab 5 beserta abstract.
2. Proofreading yang dilakukan oleh pihak kedua adalah membenarkan grammar dalam kalimat yang kurang atau tidak tepat tanpa mengubah isi skripsi sendiri.

Demikian surat pernyataan ini dibuat agar dapat digunakan sebagaimana semestinya. Atas perhatiannya diucapkan terima kasih.

Curup, Oktober 2019

Pihak Ke-2



Khoiri B
Nim. 15551021

Pihak Ke-1



Rani Oktavia
Nim. 15552011



KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : 0036 /In.34/1/PP.00.9/01/2019

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN :

Menetapkan

Pertama

1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Henny Septia Utami, M.Pd** -

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rani Oktavia

N I M : 15552011

JUDUL SKRIPSI : The Implementation Of Grammar Translation Method In Teaching English In Second Grade At SMP Negeri 06 Rejang Lebong.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 16 Januari 2019

a.n. Rektor IAIN Curup
Dr. Wahid Rektor I,



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara IAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Fakultas Tarbiyah



DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA
NEGERI 06 REJANG LEBONG

SURAT KETERANGAN

Nomor : 421-3/0135/LL/SMPN6/PL/2019

Yang bertandatangan di bawah ini, Kepala Sekolah SMPN 06 Rejang Lebong menerangkan bahwa:


Name : Rani Oktavia
NIM : 15552011
Department : Tarbiyah (Education)
Study Program : English Tadris

Telah selesai melaksanakan penelitian di Smp Negeri 06 Rejang Lebong sejak tanggal 30 Juli s.d 29 Agustus 2019 untuk menyelesaikan skripsi dengan judul “(The Implementation Of Grammar Translation Method In Teaching English In Grade Eight At Junior High School 06 Rejang Lebong)”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Curup, September 2019

Kepala Sekolah

SMP Negeri 06 Rejang Lebong
Pemerintah Kabupaten Rejang Lebong
Dinas Pendidikan dan Kebudayaan

M. Amrin, M.Pd
NIP.19661101 199903 1 005



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/168 /IP/DPMPSTP/VII/2019

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
1. Peraturan Bupati Nomor 03 Tahun 2017 tentang Pendelegasian Kewenangan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
 2. Surat dari Dekan Fakultas Tarbiyah IAIN Curup Nomor : 827/In.34/FT/PP.00.9/07/2019 Hal Permohonan Izin Penelitian Permohonan diterima Tanggal, 13 Juli 2019
- Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Rani Oktavia /Curup, 16 Oktober 1995
NIM : 15552011
Pekerjaan : Mahasiswi
Program Studi/Fakultas : Pendidikan Bahasa Inggris (PBI) / Tarbiyah
Judul Proposal Penelitian : The Implementation Of Grammar Translation Method In Teaching English In Grade Eight At Junior High School 06 Rejang Lebong
Lokasi Penelitian : SMP Negeri 06 Kabupaten Rejang Lebong
Waktu Penelitian : 13 Juli 2019 s/d 12 Oktober 2019
Penanggung Jawab : Dekan Fakultas Tarbiyah IAIN Curup

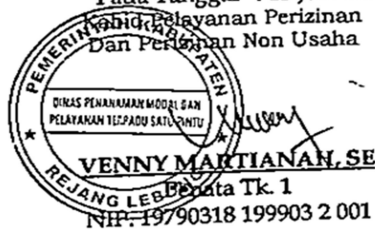
Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.



Ditetapkan di : Curup
Pada Tanggal : 13 Juli 2019



Revisi :
Kepala Badan Kesbangpol Kab. RL
Dekan Fakultas Tarbiyah IAIN Curup
Kepala Sekolah SMP Negeri 06 Kabupaten Rejang Lebong
Yang Bersangkutan
Arsip



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rani Oktavia
 NIM : 19552011
 FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Jumalul Hidayah, M.Pd
 PEMBIMBING II : Henny Septia Utami, M.Pd
 JUDUL SKRIPSI : The Implementation of Grammar Translation Method
 in Grade Eight in Teaching English at Junior High
 School 06 Karang Lembang

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Diajurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolese yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rani Oktavia
 NIM : 19552011
 FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Jumalul Hidayah, M.Pd
 PEMBIMBING II : Henny Septia Utami, M.Pd
 JUDUL SKRIPSI : The Implementation of Grammar Translation Method
 in Grade Eight in Teaching English at Junior
 High School 06 Karang Lembang

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumalul Hidayah, M.Pd
 NIP. 19780804 20022 2 002

Pembimbing II,

Henny Septia Utami, M.Pd
 NIP.



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	13 April 2019	Memeriksa tentang hal-hal tentang apa yang harus ada di background	<i>[Signature]</i>	<i>[Signature]</i>
2	20 Juni 2019	Memeriksa tentang metode yang akan untuk penelitian itu	<i>[Signature]</i>	<i>[Signature]</i>
3	8 Juli 2019	Memeriksa tentang Validasi instrument.	<i>[Signature]</i>	<i>[Signature]</i>
4	30 Juli 2019	Memeriksa tentang observasi yang akan dilakukan	<i>[Signature]</i>	<i>[Signature]</i>
5	6 Agustus 2019	Memeriksa hasil observasi	<i>[Signature]</i>	<i>[Signature]</i>
6	13 Agustus 2019	Memeriksa tentang wawancara yang akan dilakukan	<i>[Signature]</i>	<i>[Signature]</i>
7	20 Agustus 2019	Memeriksa hasil wawancara	<i>[Signature]</i>	<i>[Signature]</i>
8	2 September 2019	Memeriksa tentang Penarikan dan pembahasan serta kesimpulan	<i>[Signature]</i>	<i>[Signature]</i>

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	12 April 2019	Tentang apa itu background yang akan dibuat serta berisikan	<i>[Signature]</i>	<i>[Signature]</i>
2	14 Mei 2019	Pengembangan kalimat-kalimat di background yang harus di lengkapi dengan footnote yang ada di bagian	<i>[Signature]</i>	<i>[Signature]</i>
3	28 Mei 2019	Pembahasan tentang teori-teori yang akan di gunakan dalam bab II	<i>[Signature]</i>	<i>[Signature]</i>
4	19 Juni 2019	Pembahasan teori yang masih kurang serta apa itu bagian penelitian lain	<i>[Signature]</i>	<i>[Signature]</i>
5	26 Juni 2019	Pembahasan tentang Metodologi penelitian yang akan digunakan dalam penelitian	<i>[Signature]</i>	<i>[Signature]</i>
6	8 Juli 2019	Pembahasan tentang wawancara yang telah dalam penelitian	<i>[Signature]</i>	<i>[Signature]</i>
7	20 Agustus 2019	Pembahasan tentang data penelitian yang di dapat	<i>[Signature]</i>	<i>[Signature]</i>
8	2 September 2019	Pembahasan tentang Penarikan dan pembahasan serta kesimpulan	<i>[Signature]</i>	<i>[Signature]</i>

BIOGRAPHY



Nama peneliti adalah Rani Oktavia. Dia seorang anak perempuan dari Bapak Riduansyah dan Ibuk Nurhayani. Dia mempunyai seorang saudara perempuan (ayuk) yang bernama Ranti Novita dan seorang adik laki-laki bernama Randi Ali Hanavia. Dia sangat menyukai jalan-jalan atau bahasa gaulnya Travelling, karena menurutnya dengan travelling kita tidak hanya menemukan suasana baru tetapi juga teman yang beberapa bisa jadi kerabat. Mengawali pendidikannya dengan status siswa di SD Islam Karang Anyar dan menempuh pendidikan lebih kurang enam tahun dan dengan NIM yang didapat yang Alhamdulillah membuatnya melanjutkan Pendidikannya di tingkat Sekolah Menengah Pertama di SMPN 06 Rejang Lebong. Di SMPN 06 Rejang Lebong menempuh pendidikannya lebih kurang tiga tahun dan dengan NIM yang didapatnya menghantarkannya melanjutkan pendidikan di sekolah menengah atas di SMA 03 Rejang Lebong. Setelah tamat peneliti melanjutkan aktivitasnya dengan bekerja selama dua tahun dengan tekad "*Aku Ingin Kuliah*", dan Alhamdulillah diawal tahun 2015 mulai menjejakan kaki di IAIN Curup sebagai mahasiswa baru di Program Study Tadris Bahasa Inggris, Jurusan Tarbiyah dan memilih kelas Non Reguler sebagai tempat pendidikannya. Kelas Non Reguler yang dipilihnya membuat waktunya lebih luang untuk bekerja. Dari IAIN Curup Alhamdulillah dia mempunyai banyak teman, Ilmu dan bertemu dosen-dosen yang pengetahuannya excellent dan kindly. Diiringi usaha dan Do'a orang-orang terkasih peneliti menyelesaikan pendidikannya di IAIN Curup pada tahun 2019.