A THESIS

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

Submitted as Requirement to Get Strata One Degree (S1) English Education Department

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ABSTRACT

Ari Hidayat: 2317.089, "The Use of Grammar-Translation Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya", A Thesis, Islamic State University of Sjech M. Djamil Djambek Bukittinggi, 2023.

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

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

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

Key words: Grammar-Translation Method, Teaching, Reading

ABSTRAK

Ari Hidayat: 2317.089, "Penggunaan Metode Grammar-Translation untuk Mengajar Reading di Kelas 9 SMPN 2 Tanjung Raya", Sebuah Skripsi, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2023.

Penelitian ini dilakukan di SMPN 2 Tanjung raya. Penelitian ini disusun untuk menganalisa penggunaan metode Grammar-Translation di dalam mengajar reading di kelas sembilan SMPN 2 Tanjung Raya. Sebagai hasil penelitian, peneliti ingin menganalisa apakah ada kesesuaian antara pengimplementasian meode Grammar-Translation yang dilakukan oleh guru dalam mengajar reading terhadap teori yang disampaikan oleh Larsen atau tidak. Implementasi ini diobservasi selama guru mengajar reading yang bertemakan narrative text.

Desain penelitian ini berbentuk descriptive qualitative dengan observasi dan wawancara sebagai instrumennya. Observasi dilakukan sebanyak tiga kali dengan sub-tema materi yang berbeda-beda. Sesi wawancara juga dilakukan sekali untuk memperkuat data yang telah didapatkan selama observasi. Ada sebanyak 12 pertanyaan untuk guru berhubungan dengan penggunaan metode Grammar-Translation untuk mengajar reading. Guru bahasa Inggris kelas 9.1 menjadi informan dalam penelitian ini.

Hasil penelitian menunjukkan bahwa dari total sembilan teknik GTM yang dikemukakan oleh Larsen, hanya ada tujuh teknik yang diterapkan oleh guru. Teknik tersebut adalah translating the literary passage, reading comprehension questions, deductive application of the grammar rules, fill in the blank, memorized the vocabulary, used words in sentences, and composition. Disisi lain, ada dua teknik yang tidak dikerjakan oleh guru. Teknik tersebut adalah finding cognates dan finding synonym and antonym. Guru meninggalkan dua teknik ini lantaran keterbatasan waktu. Meskipun guru tidak mengimplementasikan semua teknik GTM, namun tujuh teknik yang diimplementasikan guru sesuai dengan teori yang dikemukakan oleh Larsen.

Kata kunci: Metode Grammar-Translation, Mengajar, Reading

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Alhamdulillahirabbil'alamiin, all of praises and adoration is for the most merciful and the great creator of the universe that has created the human as the best creature in the best shape. There is no word that can deputize the thankfulness for the God's mercy he has given to the writer until today, and the writer believes this will continue until the last. Because of Allah's agreement, the researcher has finished the thesis about "The Use of Grammar-Translation Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya". Sholawat and Salam are to the prophet Muhammad that has a very big influence in bringing the peace to this world.

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Eventually, the researcher hopes this research can give the contribution educationally for all people who read this research. However, there is no person that has no mistake. The writer really hopes the good advice and critic from the reader in order to make the better scientific work in another opportunity if the readers find the error or mistake in this research.

Bukittinggi, July 2021

The researcher

Ari Hidayat
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is very crucial because in Indonesia English plays as the foreign language that has been the main subject in Indonesia. English has been introduced for the junior high school students until the college students. They learn English differently as their level. Even in some school, English has been taught to the elementary school students in the beginning level. In this level, students usually learn about vocabulary; My Family, Numbers, Things around Us, Animals, and so on. This case happens at the elementary school in the researcher's village, but learning English is started at the third class. Since in Indonesia English is not taught in the elementary school based on the government regulations, only some school teach English to the elementary school students.

In the next level, English is taught for the junior high school students. Based on the curriculum, in this level students are expected to learn the material more than just learning the vocabulary. The same rule also happen to the senior high school students, there is the material provided by the curriculum about the English subject that need to be passed by the students from these junior and senior high school students. The material sometimes is about the expressions; asking and giving opinion, asking and giving attention, asking and giving suggestions, and so forth, or sometimes it is about text in

English; narrative text, descriptive text, technique text, recount text, news item text and so on. These materials are arranged in the syllabus and curriculum, and then it is presented by the teacher as the material they take from many sources including book, internet, and other sources.

The appearance of English subject in learning activity at school, explains the English's role in the curriculum of educational system in Indonesia. English is used as the standard language that has to be mastered if the learners want to study abroad. It can be seen from the appearance of TOEFL and IELTS as the condition for continuing the education in so many universities. Only the learners who reach the standardized score can pass this condition.

Teaching English is divided into two main aspects; skills and component. Skills are including receptive (listening and reading) and productive skill (speaking and writing). These skills are fortified by the components which are vocabulary, pronunciation, and grammar. The appearance of the components is like the foundation, these backup the students to be good at English skills. Eventually, English components have the importance as well as English skills. By calculating English skills and components generally, teacher needs to teach seven things about English in the different way. Each thing needs the different method to introduce them to the students, because every English skills and components have the different characteristics.

Method is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". Method is something important in doing something especially teaching. The main purpose of the learning method is to facilitate the process and results of student learning. So that, what has been planned by the teacher can be achieved as well as possible and treated as well as possible by students. Therefore, teachers or educators must really choose what learning methods are suitable to apply to their students. Teachers or educators must understand the character of students and the level of understanding of students, but at the same time they must have their own tactics so that the learning methods applied do not feel boring.

Many experts explain about the suitable method that can be used by teacher by considering English skills and component. For example, for teaching vocabulary, Wright said that it can effectively be taught through game, such as Simon says game, guess what I am drawing game, and so on[1]. In reading, teacher can use RAP method to improve students' reading comprehension, based on what Jessica said in her book[2]. Teacher can ask the students to make a simple dialogue to practice their both speaking and pronunciation. There is also a method that can be used in order to improve

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[1] Andrew Wright, *Games for Language Learning*, (New York: Cambridge university press, 2006), p.100

[2] Jessica L Hagaman et.al, ―*The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School Students at Risk for Failure in Reading in Remedial and Special Education*, (Hammill Institute on Disabilities) Volume29/4, p. 222

students' ability about grammar named GTM[3]. In conclusion, there are lots of method and strategies that can be used in teaching English skills and components. These methods have been applied by many experts and teacher, it will be useful if the teacher use the teaching method based on what has been explained by the experts.

Based on the preliminary research in SMPN 2 Tanjung Raya on 12th of July, 2022 to January 2023, there were several things can be explained related to the method used by the teacher in teaching English. Firstly, the researcher observed the class during the learning process. Every meeting at the end of the class, teacher usually introduced new vocabularies to the students related to their material in order to add their vocabulary list. The researcher's first day of observation is 12th July, 2022. The teacher asked the students about an unfamiliar vocabulary and together listed them on the board. Teacher then said that students have to memorize those vocabularies because sometime it might be used again in the different lesson.

After this first observation, the researcher did the second and the third observation on 5th August 2022 and 23th August 2022. In these two observations, teacher used the different strategies in teaching. On 5th August 2022 teacher taught the material to the students as usual, but at the end, teacher used game to evaluate the students' comprehension about the material

[3] Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (UK: Cambridge university press, 2001), p. 5

they had learnt. The teacher named this game by snowball throwing. This game aims to provoke creativity in asking questions while at the same time testing the absorption material delivered by the group leader. Because it is in the form of a game, students must be conditioned to be relaxed but under control, not to be noisy, chaotic, or to make trouble.

On the next opportunity, on 23th August, 2022 the researcher used the grammar translation method in teaching reading. The students learn about technique text. Teacher asked the students to identify the tense used in technique text. On that day, they learn about "how to make a lava cake". There were several steps in that technique text. The techniques were in the simple present tense form. Teacher asked the students to translate the steps and ask them to identify the tense. This method was continued until the next meeting because the material had not been finished yet. At the end of the learning process, teacher asked the students to do the exercise as the evaluation.

On the 2nd January, 2023, the researcher interviewed the teacher to get more explanation about the method she used in teaching English. As the result, the researcher got some information about teaching activity during one semester. The first one, teacher said that to improve students' vocabulary mastery, teacher usually asked the students to find out the difficult word from the subject they had learnt. One of them found out the meaning of the difficult word and listed them on the board. This activity was done frequently. Teacher

also asked them to memorize those words at home. Those words will be asked on the next meeting, because usually teacher will use some of them in the next meeting in the same topic, or in the different topic.

The second one, teacher said that she usually asked the students to make the simple conversation if they learnt about daily expression, such as asking and giving opinion, offering help, asking for understanding or so on. The conversation was among two students. To evaluate this activity, teacher will ask them to practice this conversation in front of the class. This activity was good in improving students' ability in speaking. By doing this activity, students had the opportunity to check their pronunciation, because teacher will correct the incorrect pronunciation. This activity will also sprout their self-confident in speaking English.

The last, teacher said she also always used the Grammar Translation Method (GTM) to teach reading and writing. Grammar Translation Method is a method of learning any foreign language by the practice of translating or converting the sentences by translating sentences between the target language and the native language. For example in learning technique text, the teacher introduces the simple present tense formula and describes (in Indonesia) both its usage and significance. Teacher emphasizes the language's contrasts from Indonesian. The teacher offers the translation in addition to the example. Alternatively, based on the students' level of comprehension, teacher may randomly select students to translate the sentences or may allow them some

quiet time to write down the translations. Teacher must verify that the students' responses are accurate.

The teacher said that the use of the variety methods and strategy was important, depended on the material and the students' learning behavior. According to her, teachers were required to have high creativity to use teaching methods that are varied and fun, not monotonous and boring, so that the subject matter delivered to students can be received with pleasure, enthusiasm, and absorption in its contents. According to Djamarah[4], he argues that the use of various teaching methods can stimulate student learning, but in certain conditions a child will feel bored with the lecture method, so the teacher needs to divert the atmosphere by using other methods such as the question and answer method, discussion, or other methods assignments so that boredom can be relieved and the atmosphere of teaching activities is far from lethargic.

The conclusion of the observation shows that teacher uses the different methods in teaching English that are suitable for the teaching material. Teacher asks the students to make a list of the difficult vocabulary and memorize them at home in order to enrich students' vocabulary. GTM is also used in order to make the learning grammar becomes more interesting. In learning some expressions such as giving opinion, asking for suggestion and so on, the teacher asks the students to make the simple dialogue to make the

[4] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006), page. 40

students become familiar with English language. Several observations show that teacher used many methods in teaching. But in her interview, teacher said that she actually only apply the method based on what she understood. In her interview section, teacher event did not know the expert that explained about the method she used. During the observation in the preliminary research, the researcher saw the difference between the way the teacher teach and what has been explained by the expert about a method. This study is about to explain the way of teacher teach English by using GTM and its difference with the explanation from the experts.

B. Focus of the Research

By considering the preliminary research and the observations, the researcher focuses the research about analyzing the Grammar Translation Method (GTM) used in teaching English by the teacher at the 9th Grade Students of SMPN 2 Tanjung Raya with the standard steps explained by the expert. The result of the research will explain about the difference between the steps used by the teacher in GTM and the explanation by the experts. The researcher will use the observation, interview, and documentation as an instrument of the research. The observations will include all activities in teaching English activity.

C. Research Questions

Based on the statement above, the research question is how is the appropriate of Grammar Translation Method (GTM) implemented by the teacher in teaching Reading in SMPN 2 Tanjung Raya with the theory from the expert?

D. Purpose of the Research

Based on the problems that have been formulated, the purpose of this research is to find out how appropriate the Grammar Translation Method (GTM) used by the teacher in teaching English with the standard steps explained by the expert in SMPN 2 Tanjung Raya.

E. Significant of The Research

1. Theoretically

This study contributes information about Grammar Translation Method (GTM) in teaching English. The methods described in this thesis may be valuable to teachers who want to help their students become more proficient in learning English. It is also give the information about the experts' explanation about Grammar Translation Method (GTM) so it can be used by the teacher as the guide from the experts' explanation. Additionally, this research strengthens the researcher's capacity for conducting scientific research. This study also imparts new knowledge and expertise on how to perform effective research.

2. **Practically**

   a. **For the Teacher**

      The English teacher can know about Grammar Translation Method (GTM) used in the class based on the experts' explanation. The teacher can also evaluate how effective the method she use in the class to the students in the learning process.

   b. **For the Students**

      Indirectly, this research will analyze the method that makes the students interesting, this finally will give the result to the teacher as the consideration in teaching. If the students enjoy the teaching method, they will get the best experience during the learning process.

   c. **For other Researcher**

      The others researcher can use this literature to conduct a similar reseach or to develop this research.

F. Definition of the Key Terms

It is important to make the definition of several important words in order to avoid the ambiguity. Those words are:

1. Method is a method is a comprehensive plan for the systematic presentation of language material, none of which conflicts with and is built upon the chosen approach.

2. Teaching English is the practice of directing and encouraging learning English material to the students with the different methods and strategies in order to achieve teaching English objectives.
3. Reading is a passive activity that is purposed to collect information.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Concept of Teaching

Teaching, according to Brown, is the practice of directing and encouraging learning[5]. The traditional paradigm of teaching and the contemporary paradigm are two alternative ways to look at teaching. The previous paradigm, in which students are probed with a set of rigorous instructions, focuses on keeping students on the teacher's toes[6]. Teaching is a complicated cognitive activity, according to Richard and Farrell, who concentrate on how teachers' beliefs and ways of thinking affect their instruction and student learning. The teacher should engage the students splendidly in the whole of teaching process. Additionally, Edwards et al. note that traditional teaching practices view the instructor as the subject matter expert.[7] He or she is a knowledgeable who is capable of compiling a list of acceptable communication styles and is in charge of providing the young learners with the majority of communications.

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[5] Brown H. Douglas, *Teaching by Principle*, (New York: Longman, 2001), p. 54

[6] Cox, J. B. *Reclaiming the classroom Old-Fashioned Teaching*, (The Digital Campus of Salisry University, 2012), Retrieved December 27, 2013 from chronicle. Com/article/Reclaiming-the Classroom-With/13660

[7] Edwards, K. A.F., Back, A. L., Arnold R.M., Baile, W.F., Tulsky, J,A., Barley, G.E., *Faculty Development to change the paradigm of communication skills teaching oncology*. (Oncology Journal, 2007) Vol 27 (7), p. 1137-1141

There are two well-known terms in relation to the teaching of English languages: "language skills" and "language components." Speaking, reading, listening, and writing are all aspects of language proficiency or skill. Speaking and writing are considered to be productive abilities, while listening and reading are typically categorized as receptive skills. Grammar or structure, vocabulary, and pronunciation which include emphasis, rhythm, and intonation are all parts of language components.

Teachers may have a specific skill or lesson plan in mind for TEFL students. However, in practice, it is impossible to teach one ability or component in isolation from all other abilities and components. For instance, when teaching listening, teachers frequently require students to talk in order to assess their ability to listen to certain materials. When speaking, a student must use their command of pronunciation, vocabulary, and grammar. As a result, additional abilities and components cannot be completely avoided by teachers and the learners.

Ideally, English skills and English components should have special hours in class so that students can learn all the skills and components properly. However, as is happening in Indonesia and around the world, there are no specific hours for each skill and component of the English language. This is because there are many subjects that must be studied by students, such as mathematics, Arabic, sciences, social sciences, and others. This resulted in

schools not being able to provide special hours for each English skill and component. Even though English is only taught in an integrated manner, there are still goals to be achieved. According to, there are two main objectives of the English teaching[8]:

a. General objectives

   Those objectives are got after the end of the course. The general objectives consist of to enable students to speak English correctly, to understand topic correctly, to read English with ease, to listen English with ease, and to write English correctly.

b. Specific objectives

   Specific objectives are got after the ending of the unit. For example, if the students learn descriptive text of animal, at the end of the unit, students are able to capturing the meaning and information contained in descriptive text about animals, mention the names of animals and their characteristics, mention the rhetorical steps in making very simple, short essays about animals, and write very simple, short essays about animals according to the structure of the text and the linguistic elements of the text.

[8] M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques),* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 49

2. The Concept of Teaching Reading

The aim of teaching reading is to develop the student's reading skill so that they can read English text effectively and efficiently. To be able to read effectively and efficiently readers should have a particular purpose in their minds before they interact with the text. Thus, effective reading is always purposeful as Mc. Donough and Shaw claimed that much of the current thinking of reading tends to focus primarily on the purpose of the activities even if reading is done for pleasure, it is still purposeful.[9]

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading[10]. There are two kinds of reading; extensive reading and intensive reading. Extensive reading covers large area, while intensive reading covers narrower area. For both kind of reading, teacher has the different role. Extensive reading according to Harmer is an activity where the teacher invites the students not only to read, but also offer them a program which includes appropriate materials, guidance, task and facilities, such as permanent or portable libraries of book.

To read extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking up words

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[9] Mc Donough J and Christopher Shaw, *Material and Method in ELT: A Teacher's Guide*, (Coxford: Blackwell, 1993)

[10] Jeremy Harmer, *English Language Teaching*, (UK: Pearson Longman), p. 283-286

only when you deem it absolutely necessary to your understanding of the text. If the text you wish to extensively read is at the appropriate level, you will find that most unknown words can be deciphered by looking at their surrounding context, making overt use of translations or dictionaries unnecessary. Specifically, if you wish to read a text extensively, you must read texts that are interesting, level-appropriate, of moderate length, to read when you can dedicate longer blocks of time, and to do so when you are relaxed.

On the other hand, the intensive reading according to Lalremruati is a type of reading that requires a person to read certain information. This way of reading can be compared to extensive reading. In reading, intensive techniques not only receive information, but also joy and entertainment from the messages read.[11] This is different from Brown's view which defines this method as reading that requires high concentration. Reading creatively and carefully while reading intensively can be used for reading literature (linguistic studies) or reading critical content studies.[12]

To read intensively is to completely deconstruct a text, with the goal of absorbing as much meaning from it as possible[13]. This is done by taking a

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[11] Lalremruati. (2019). Graphic Novels as Substitutions of Traditional Books to Improve. India's Higher Education Authority UGC Approved. List of Journals Serial Number 19. 1-5

[12] Brown, H. D, *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*, (New York, NY: Longman, 2001), P. 19

[13] Jeremy Harmer, *English Language Teaching*, (UK: Pearson Longman), p. 283-286

text, and systematically looking up every word, phrase, or collocation that you do not understand. This is an activity that requires great mental effort and focus. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. Specifically, if you wish to read a text intensively, you must take care to read texts that are interesting and short, to read only for brief periods of time, and to do so when you have the most mental energy.

The role of the teacher in each kind of reading activity is different. Harmer reports that in teaching reading using extensive reading, teachers can encourage students by acting in the following ways[14]:

a. Setting up the library

In order to set up an extensive reading program, we need to build a library of suitable words. The books that are set should be suitable for the readers and they should be able to identify the kinds of book.

b. The role of the teacher in extensive reading program

Students tend to do the extensive reading programs by themselves if the teachers encourage them to do so. That is why, the role of the teachers is so important. The teacher can indicate them how many books they need to read, explain to them about how to choose the book, and even consult other students' review to give them ideas.

[14] Jeremy Harmer, *English Language Teaching*, (UK: Pearson Longman), p. 283-286

c. Extensive reading tasks

Since students will rarely read the same passage for several times, the teachers should encourage them to report back on their reading in a number of ways. Teachers can ask them to give comments of the book after reading.

Meanwhile, in intensive reading there are several things need to do by the teachers[15]:

a. Organizer

Teacher need to tell the students what their reading purpose is, give them the clear instructions about how to achieve it and explain how long they have to do this. When the teacher said, you have 5 minutes, teacher do not change it unless observation suggests that it is necessary.

b. Observer

When teacher ask the students to read on their own, teacher needs to give them space to do so. This means restraining ourselves from interrupting the reading, even though the temptation may be to add more information or instructions. While students are reading, teacher can observe their progress since this will give the teacher valuable information about how well they are doing individually and

[15] Jeremy Harmer, *English Language Teaching*, (UK: Pearson Longman), p. 283-286

collectively. It will also tell teacher whether to give them some extra time, or instead, move to organizing feedback more quickly than we had anticipated.

c. Feedback organizer

When the students have completed the task, teacher can lead a feedback session to check that they have completed it successfully. Teacher may start by having them compare their answers in pairs and then ask for answer from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. It is important to be supportive when organizing feedback after reading if we are to counter any negative feelings students might have about the process, and if we wish to sustain their motivation.

d. Prompter

When students have read a text, teacher can prompt them to notice language features within it. Teacher may also, as controllers, direct them to certain features of text constructions, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

3. Definition of Teaching Method

According to Patel, Methodology is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". It is very necessary for teacher to know various types of methods and techniques of teaching English. According to Rodgers teaching method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. Richards & Rodgers stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.[16]

Similarly, Norland defines method is often viewed as a series of techniques or activities used to teach language in certain a way.[17] According to the explanations given above, it is clear that a teacher's teaching method is the approach they take when imparting knowledge to their students in a classroom. This is crucial since it affects the students' performance in the subsequent teaching and learning process. In other words, the teacher's primary method in the classroom is their teaching strategy.

4. Methods of Teaching

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[16] Richards Jack C. & Rodgers Theodore S, *Approaches and Methods in Language Teaching*, (UK: Cambridge University Press, 2001)

[17] Deborah Norland and Terry Pruett, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, (Websport: library unlimited, Teacher ideas press, 2006), p. 10

Patel and Praveen mentioned five methods of teaching English[18]:

a. The Grammar-Translation Method (GTM)

The earliest approach of teaching English is called the Grammar-Translation Method. The Classical Method is another name for this approach. From the 1840s until the 1940s, the Grammar-Translation Method predominated in the teaching of European and foreign languages. Even now, in a modified form, it is still commonly used in several regions of the world. English was first taught using the Grammar-Translation Method, which was influenced by classical languages like Latin, Greek, and Sanskrit. The Grammar-Translation Method requires students to first thoroughly understand the grammar and components of speech.

Characteristics of GTM:

1. The unit of teaching is word, not a sentence. It means vocabulary is taught in the form of isolated words.
2. It considers grammar as a soul of language.
3. Grammatical rules of teaching of English are explained into mother tongue.
4. This method does not help in development of linguistic competence of learner.

[18] M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques),* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 71-88

5. English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar.
6. Grammar is taught deductively.
7. The main function of language learning, communication is ignored.
8. Reading and writing are the major focus.

b. Direct method

A child spontaneously picks up his mother tongue without any practice. Thus, a youngster directly learns their mother tongue. The Direct Method is an effort to teach the language as one may learn their mother tongue. Because it is acquired organically, much like first or mother tongue, it is also known as the natural technique. This approach ran counter to the grammar-translation approach. The language's naturalness was harmed by the excessive use of mother tongue. Instead of learning a language, the kids practiced learning their mother tongue or first language. The environment for learning a second or foreign language is established using this strategy, but the process of learning SL is not organic. The learner's desire to learn for his own advancement will determine this.

Characteristics of Direct Method:

1. There is no interference of mother tongue. In TG method at first child comes with the contact of mother tongue and after with the target language.
2. In this method, there is direct bond of target language. Child thinks into target language and express into target language.
3. Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs an action related to the sentence which shows meaning of the sentence.
4. Direct Method is full of activities. The teacher shows object or performs the action to clear his concept.
5. Direct Method is interesting and natural for learners.
6. Teacher shows the meaning of the sentence with help of gestures, postures and action. It enable student to establish direct bond between words and expression.
7. The teaching learning process is carried out in English environment.

c. Bilingual method

The mother tongue and the language that has to be learned are used in the bilingual method. The mother tongue is solely employed in this strategy to clarify the meanings of complex words. The mother tongue equivalents of English words are provided, and as the pupils get better at learning the language, they eventually stop using it. As a result, the Bilingual Method advised that only the teacher and not the students should speak the mother tongue. Additionally, it offered extensive English pattern practice, assisting in the development of linguistic norms.

Characteristics of Bilingual Method:

1. Due to use of judicious use of mother tongue, the leaner can easily grasp the situation of learning English. He can learn target language easily through this method.
2. The learner can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for learner.
3. It saves time and money because of use of mother tongue. For secondary environment we need extra ordinary talented teacher and larger investment of fund In primary environment student can assimilate message very quickly and easily. It makes teaching vary interesting and effective.

d. Reading method

Characteristics of this Method:

1. Person who posses good reading ability can

   learn speak and write easily. It is shortest road to learn speak and write.
2. Silent Reading: The reading is also very complex skill but the Indian learner needs silent reading not oral reading as they do to get knowledge.
3. Reading material: The material that enable learner to read was developed and they were called Readers.
4. This method is not helpful to average students because it aims at the active command over the language
5. This method ignores reading and writing aspect of language learning.

e. Situation Method

This strategy is additionally referred to as situational language instruction. British speakers used a linguists' situational method. It was prevalent from the 1930s through the 1960s and had an effect on language education. This method is still prevalent among teachers. This method is founded on the structural interpretation of words. This method emphasizes speech as the foundation of language, and organization is crucial for improving speaking ability.

In this approach, speech and expression are directly connected. This strategy proposes to exhibit various structures in significant contexts. The context in which various structures are utilized to convey messages or express ideas must be known by learners. This strategy was also advocated upon by the American psychotherapist. According to British linguists Firth and Halliday, there are many contexts in which structures should be utilized. They so provided situational language teaching its individuality. The situational approach is based on the theory established by the behaviourists. It includes the following principles:

1. Language learning is just a habit formation.
2. The mistakes should always be avoided because they create bad habit among learner.
3. The language skill can be learnt more effectively if they are presented orally first and after in written form.
4. Similarity is better foundation for language learning than analysis.
5. The meaning of the words can be learnt only in
   a linguistic and cultural context.

5. Grammar Translation Method (GTM)

According to Diane, GTM is a method where the teacher use mother tongue in explaining the native language in order to make the learning foreign language easier for the students.[19] Prator and Celse-Murcia in Brown mentioned that the major characteristics of GTM are[20]:

a. Classes are taught in the mother tongue with little active use of the target language.
b. Much vocabulary is taught in the form of lists of isolated words.
c. Long, elaborate explanations of the intricacies of grammar are given.
d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
e. Reading of difficult classical text is begun early.
f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
h. Little or no attention of pronunciation.

6. Techniques of GTM in Teaching Reading

[19] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 19-20

[20] Brown, H. D, *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*, (New York, NY: Longman, 2001), P. 19

There are some techniques those are used in implementing GTM in teaching reading, every technique is related with the others, according to Larsen Freeman, the techniques are[21]:

a. Translation of a literary passage

   The students translate a reading passage from the target language into the native language. The translation may be written or spoken both.

b. Reading comprehension questions

   The students answer questions in the target language based on their understanding of the passage they are read.

c. Antonyms/synonyms

   The students ordered to find out the antonym of some words in the passage.

d. Cognates

   The teacher teaches the students to recognize cognates by learning the sound patterns or spelling that correspond between the languages.

e. Deductive application of rule Grammar rules are presented with examples.

   Exception to each rules are also noted. Once the students understand a rule, they are ordered to apply it to some different examples.

f. Fill in the blanks

[21] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 19-20

The students are given a series of sentences with word missing and they fill in the blanks with new vocabulary items or with items of particular grammar type.

g. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation.

h. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

i. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson.

7. The Advantages and the Disadvantages of GTM

The advantages of GTM[22]:

a. When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.
b. The Grammar-Translation Method develops the art of translation.
c. In this method the child associates foreign words with translated words so strong memory bond is created.
d. The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.
e. The words and phrase are easily learnt and explained if translation method is used.
f. The working knowledge of mother tongue helps them to learn grammar of a foreign language. The principle of "to proceed from known to unknown" is followed.
g. Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.
h. English grammar can be easily taught by comparing with the grammar of mother tongue.
i. This method is very useful in over crowed classes.

[22] M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques),* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 75-76

The disadvantages of GTM[23]:

a. The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.
b. It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.
c. There are words, idioms, phrases in English for which words can not be translated into mother tongue. For example; prepositions and propositional phrases.
d. Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.
e. Student gets no opportunities to participate in the discussion of the unit.
f. Some of linguistic items can not be translated into mother tongue like article a, an, the.
g. Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.
h. It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression.

[23] M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques),* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 76-77

i. Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.

j. The Grammar-Trilnslation Method favours to teach English by rules and not by use. According to Dr. Ballard: "To speak any language whether native or foreign entirely by rules is quite impossible".

k. Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

B. Review of the Related Studies

There are many researchers did the study related to the analysis of teaching English method. The first study is conducted by Rini Oktavia, examines The Implementation of Grammar Translation Method in Teaching English in Grade Eight at Junior High School O6 Rejang Lebong. This thesis was focused on investigating grammar translation method implemented by teacher in teaching English. The study employed a qualitative descriptive methodology to explain the approach the teacher utilized when instructing students in English.

The research results demonstrate that the teacher used the Grammar Translation Method. Of the nine approaches in the grammar translation method, the teacher used four of them in the implementation. The techniques

implemented by the teacher are translation of a literary passage, reading comprehension questions, deductive application rules and memorization. The teacher implemented the strategy in one meeting, but in a few other meetings, the teacher used three techniques. Although the professors followed theory when implementing the GMT technique, there are two techniques that they did not carry out. The teacher chose this approach because it facilitates student comprehension of the teachings and allows for the development of several English language abilities, including translation, grammar, reading, and writing.

The second study was the Use of Grammar Translation Method in Teaching English that was conducted by Catharina Elmayantie. This study attempts to define the Grammar Translation Method (GTM) patterns and understand the justifications for the teachers' use of the technique. It used a descriptive qualitative approach. Two English instructors from SMP Negeri 1 Palangka Raya's seventh grade students are the subjects. The data was gathered through observation and questionnaires. For data analysis, the methods of data reduction, data visualization, and conclusion drawing were used.

The findings show nine major patterns of GTM applied: (1) The classes were taught mainly in mother tongue; (2) the vocabulary was taught in the form of lists of isolated words; (3) the grammar provided the rules for putting words together; (4) it focused on the form and inflection of words; (5)

the reading difficult classical texts were begun early; (6) it was little attention to the content of the texts; (7) the drills were exercises in translating; (8) it was little attention to pronunciation; and (9) it focused on accuracy. Meanwhile, the reasons of the teachers used the method are: (1) It is suitable for the students; (2) it helps the students comprehend the text; (3) it improves the vocabulary; and (4) by using this method teaching-learning activities work well.

The third study is about the Use of Grammar-Translation Method to Teach Reading to the Tenth Class Students at SMK YPM 12 Tuban Academic Year 2020/2021 that was conducted by Ali Fauzi. Because this study is a descriptive analysis, the researcher discusses what he discovers in his fieldwork. The researcher examines and describes how the grammar-translation technique is used to teach reading as well as the challenges that both teachers and students encounter during the teaching and learning process. He analyzes and describes about the use of grammar-translation method in teaching reading and the problems the teacher and students face in the process of teaching and learning. Besides them, it is also prominent to tell the process or activities in the teaching of reading using grammar-translation method

The last study was about grammar translation method that was conducted by Faisal Rahman. In his research, Faisal uses a descriptive-qualitative method. Faisal mentioned in his research that there are nine techniques that are used if you want to implement GTM in the classroom to

teach reading. Those techniques are translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of grammar rule, fill in the blanks, memorization, use words in sentences, and composition. From these nine techniques, he divided them into four crucial steps named teacher gives the reading text, read the text silently, identifying the grammar rule and translating the text word by word, and memorize the grammar rule and the translation of the words.

The results of the study show that Faisal summarizes the teacher's activities in implementing GTM in reading into these four steps. And all these steps are carried out by the teacher. First of all, the teacher gave a text entitled Nyi Roro Kidul. Second, students read the text together in their hearts. This activity spends more time when students identify the grammar rules in the text. This continues to be repeated until all the sentences in the reading have been identified. After that, the teacher asks students to memorize the grammar rules they just learned.

After analyzing these four studies, the researcher finds out the similarities and the differences between the previous studies and this study. The similarity is, all research analyze about GTM used by the teacher in teaching English. Two of the four previous studies even compared implementing GTM with the nine steps mentioned by Larsen in his book, namely the research conducted by Riri and Faisal, where these two studies are the same as the research that the researchers are currently compiling. Two

more studies have the same topic but a different focus. The research compiled by Catharina Elmayantie refers to nine characteristics described by experts in her book. While the research conducted by Ali Fauzi focuses on analyzing the GTM development model in the classroom. Another thing that is similar in this study is the method used, which is descriptive-qualitative.

The most different things in this study are the subjects and the research results. The subjects in the first study were eighth graders at junior high school. Meanwhile, in the second study, the research subjects were SMP Negeri 1 Palangka Raya's seventh grade students. In the third study, the tenth-grade students at SMK YPM 12 Tuban are the subject of the research. The results showed that, in the first study, teachers carried out four GTM techniques out of a total of nine techniques. In the second study, there were nine important findings in teaching using GTM according to the characteristics of GTM. In the third study, there is an analysis and explanation of how teachers teach GTM in class. Meanwhile, in the last study, teachers carried out three GTM techniques out of a total of nine techniques.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was a descriptive design and a qualitative methodology. According to Creswell, qualitative research is an investigation technique for comprehending a social or human problem that is focused on creating a complex, comprehensive picture with words, reporting in-depth perspectives of informants, and carried out in a natural context.[24] On the other side, Sugiyono claims that in qualitative research, validity and reliability can be verified through member-checking, amplified persistence, triangulation, extended observation, and negative case analysis.[25] Non-numerical data are gathered and examined in qualitative research. This research included the researcher's explanation and viewpoint in a description form, leading to the conclusion that this research qualifies as description qualitative research.

B. Informant of the Research

In this research, there are two main informants; the teacher that taught the students by using GTM and the students. For choosing the informant from the students, Sugiyono stated, there are several ways to choose the sample, one of them is random sampling. In random sampling, everyone in population

[24] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), p. 159

[25] Sugiono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta), p.107

has the possibility to be the sample[26]. The informant of the research will be chosen trough random sampling. Creswell explains that a slight variation of the simple random sampling technique is to use systematic sampling. According to him, any individual has the same probability to be the participants.[27] Then, Gay defines random sampling as the method of choosing a sample in which every member of the designated population has an equal and independent chance of being chosen for the sample. Simple random sampling's goal is to select sample subjects who are representative of the population.

The researcher chooses the students of SMPN 2 Tanjung Raya from the 9th grade to be the population. The students are totally about 50 from two difference classes. Each class contains 25 students. The reason of choosing this class is because during preliminary research, the researcher found several problems in this class and had the intention to do the research about that problem. This school is also near by the researcher's home so the researcher can visit that school easily. Eventually, the researcher will do the research on the 9th 1 grade students because the researcher gets the access to do the research from the teacher and also the headmaster in this class. The researcher also found the problem in this class during PPL, so it is possible for the researcher to continue to interact with the students in a research.

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[26] Sugiono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta), p.107

[27] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), p. 143

C. Research Instrument

The instrument plays a crucial role in the research process. The researcher uses an instrument to answer the research question. The research's outcome was determined by the correct instrument selection. As a result, the researcher must think about the ideal tool to utilize in the study. The researcher required the instrument as a tool to obtain the data in order to do the analysis. The primary tool in qualitative research was the researcher. In addition, the tool was an observation sheet, interview, and documentation. The researcher keeps watch over the instruction. The researcher repeatedly attended class in order to conduct this observation. The researcher made notes on the observation sheet to conduct the analysis. The teacher's teaching techniques will be checked list in the form of observation sheet.

One of important thing in instrumentation is validity. Validity is the extent to which every piece of evidence supports the recommended interpretation of test results.[28] Consequently, the effects of using an instrument's scores are highlighted. In validation, the researcher needs an expert in their field. In this situation, three English education lectures of Islamic State University of Sjech M. Djamil Djambek Bukittinggi will be the validator in order to make sure that the instrument in this research can be used to note and analyze the teacher’s method in teaching English.

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[28] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), p. 159

D. Technique of Data Collection

1. Observation sheet

   For four times, the researcher will join the classroom activity and pay attention to the teacher's method in teaching. In observation, the researcher will also see the students' reaction on the given method. The activity during the observation will be noted on the observation sheet. Below is the form of observation sheet that will be used in this research:

Table. 3.1. The form of observation sheet

No.	Items observed	Realization		Comment
		Yes	No	
1.	Item one			
2.	Item two			
3.	Item three			
4.	And so forth			

2. Interview

   Observation will not cover all information needed by the researcher for this study. That is why the researcher needs to interview the teacher. There will be some questions to the teacher relate to the method used during the learning. The interview is needed to collect the information that can not be caught during the observation.

E. Technique of Data Analysis

After gathering the data, the researcher conducted the data analysis. Data analysis is the systematic searching and structuring of interview transcripts, field notes, and other materials that you obtain in order to better understand them and able to communicate what you have learned with others.

Miles and Huberman categorize this analysis paradigm into four groups[29], namely:

a. Data collection: The researcher collected the data through document, observation and interview.

b. Data reduction: The researcher resumed the data to make it focus on the purposes of this research and reducted the unnecessary data in order to decide whether the data is relevant or not with this research.

c. Data display: The researcher displayed the data in table and narrative form that consist of the appropriateness of the lesson plan designed by the teacher with the theory and its implementation in teaching and learning process.

d. Conclusion: the conclusion is the result of the finding base on the purpose of this research. The researcher described the conclusion from the data and information that have been obtained.

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[29] Abdul Qodir, *Metodologi Reset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN, 1999, P. 84

CHAPTER IV
DISCUSSION

A. Findings

In findings, the researcher mentions the data that the researcher gets during the observation and interview. The data for these findings can be described from the observation and the interview questions. In the observation checklist, there are several statements related to the techniques of the grammar-translation method. From this list, it can be identified whether the teacher totally uses this method following the expert, or maybe she only uses part of them. On the other hand, the interview session helps to know the fact behind the teacher's behavior in class. This interview session eventually gives the additional information that can not be compiled during the observation. Below is the time of observation and interview with and the material taught by the teacher:

Table. 4.1. Date and time of three-time observations and interview once

	Observation 1	Observation 2	Observation 3
Date and time	24th of Mei 2023	29th of Mei 2023	3rd of June 2023
Topic	Narrative text (the introduction to narrative text and its example)	Narrative text (the structures of narrative text)	Narrative text (Grammar rule: simple past tense)
Interview with the teacher about the reason of letting some techniques of GTM and additional information about the use of GTM for teaching reading at the 5th of June 2023			

1. Data Description

a. Data of Observation

This research was located at SMPN 2 Tanjung Raya. In this research, there is one English teacher that was observed by the researcher. The teacher taught English subject in the 9th.1 class. The researcher observed about the appropriateness between the techniques of GTM that have been applied by the teacher in the classroom in teaching reading (narrative text) with the theory from the expert. The researcher did the observation three times and the interview once. The observation was done at 24th of Mei 2023, 29th of Mei 2023, and 3rd of June 2023, and the interview was done at 5th of June 2023.

The description consists of the teacher's activity in the classroom in three-time meetings. Each meeting is always divided into three main activities: opening activities, core activities, and closing activities. At the first meeting of the opening activity, the teacher did what is generally done by a teacher to open the class. The class opened with the teacher reading greetings, greeting students, and praying before studying. In this activity, the teacher also checks the attendance of students.

After all of the above has been done, the teacher reviews a bit of the previous lesson to make sure that students still remember the lesson. At the end of the opening activity, the teacher gives an overview of the material to be studied next. The teacher leads the students to know about the next material. The teacher makes the title of the fable in front of the class and asks the

students to guess about the next lesson. However, students can not give the correct answer so the teacher lists some kind of text on the whiteboard and ask the students to explain each text. After that teacher ask them to recognize the text that suits the fable.

In the core activities, there are several important things that are done by the teacher. Firstly, the teacher asks the students about narrative text and leads the students to answer. After did the dialogue with students about narrative text, and after students give their views on narrative text, teacher explains narrative text (definition) briefly. Here, the teacher explains what narrative text is in accordance with the theory. The teacher also explains the function of narrative text. After students feel quite familiar with narrative text, the teacher finally gives the passage for the students about the fable titled the lion.

The activity is continued by reading the passage together. After that, the teacher read the passage again per sentence and asks the students to translate them into Bahasa. The teacher also asks the students the difficult word and lists them on the whiteboard (adjective and verb). The teacher translates the difficult words with the students. The teacher then asks the students to mention the moral value of the story in Bahasa, then, the teacher translates them into English. The activity is ended by the teacher gives the same story but from a different point of view and then the teacher asks the students to fill in the blank space with the suitable verb. At the end of the

lesson, teacher did the closing activity such as giving feedback to the students about the material by asking about their comprehension. Teacher eventually ends the class with do'a and greeting.

At the second meeting, the activities carried out by the teacher and students were not much different. At this meeting, the teacher explains the structure of narrative text by providing new readings. The opening activity is filled by teacher enters the classroom and says salam, teacher greets the students, teacher opens the class by saying do'a and teacher checks for student's attendance list. In the core activity, the teacher gives a new passage for the students about the fable. The teacher gives students some questions to encourage the students to know more information about the next lesson. As the previous meeting, the teacher read the passage with the students.

After reading all sentences in the passage, the teacher reads the passage again per sentence and asks the students to translate them. As usual, after reading the passage the teacher asks the students the difficult word and lists them on the whiteboard (adjective and verb). The teacher translates the difficult words with the students. After that, the teacher mentions the illustration of the story from the beginning until the end on the whiteboard to make the students comprehend the story easily. The teacher also gives some questions based on the given story to the students and they answer the questions together.

After those activities, teacher explains the structure of a narrative text. There is much dialog among the teacher and students after the teacher explain about the structure of narrative text. The teacher asks the students to mention the moral value of the story in Bahasa, then, the teacher translates them into English. As the last activity, the teacher asks the students to rewrite the story in Bahasa using their words, not translating the story. At the end of the lesson, the teacher gives feedback to the students about the material by asking about their comprehension and finally teacher ends the class with do'a and greeting.

In the last meeting, teacher did not discuss about narrative text anymore. They started to discuss about grammar rule; simple past tense. At the beginning of the class activity, teacher enters the classroom and says salam. Teacher then greets the students and opens the class by saying do'a. Teacher also checks for student's attendance list. The next session, teacher started the important activity. The teacher starts the class by asking the students about kind of grammar. They together mention some grammar they have learned. After that, teacher explains that the next lesson is about simple past tense.

Teacher explains simple past tense by analyzing the last story about the lion. Teacher gives example by asking the students, what is the verb two of sleep. The students together answer that the verb two of sleep is slept. The teacher explains the material by keeping the interaction between the students (by asking them questions related to simple past tense). During explaining the

material, teachers differ between simple past and future tense. Teacher also compares simple past tense and past continuous.

As the evaluation, teacher asks the students to identify simple past tense based on the given text by asking them to write the sentence on the whiteboard (but finally they discuss together because there are no students who want to come to the front of the class). Teacher finally asks the students to highlight verb two on the text (the lion) as the evaluation too. At the end of the lesson, teacher gives feedback to the students about the material by asking about their comprehension. Finally, teacher ends the class with do's and greeting.

b. Data of Interview

The interview was done once at the 5th of June 2023. This interview session was done to know the teacher's reason of letting some techniques of GTM. In the interview session, there is also the additional information related to the use of GTM in teaching reading. The questions were asked by using Bahasa and teacher answered the questions by using Bahasa too. Totally, there are 12 questions related to the use of GTM in teaching reading. Those questions are included in kind of lesson that suit this method, the passage that teacher prepare for students for teaching reading, teacher's opinion about GTM, the reason of letting some procedures, the steps of GTM and teacher's perception about them, and the evaluation of the use of GTM. This interview

session give more information about the implementation of GTM in class for teaching reading. The answer for these questions is explained in data analysis.

2. Data Analysis

a. Data of Observation

Based on the data, there are several things can be analyzed by the researcher. The data is explained by analyzing each meeting of observation. What the teacher did in the classroom will be compared to the theory from the expert. In his book, Larsen explains that 9 GTM steps can be applied by teachers in the classroom. These nine steps are then broken down into 23 indicators. The information that the researcher will use to explain how GTM is being implemented in the classroom as students learn to read (narrative text) is derived from this indication.

Each step has a different number of indicators. Some techniques have only one indicator, some have two indicators, and some even have more than two indicators. When teaching, the teacher sometimes left one indicator of a technique, so that applying a technique can be said to be imperfect, but it can still be categorized as the teacher carrying out the technique. However, there are times when the teacher leaves all the indicators of a technique so that the implementation of the technique is categorized as a failure. The following is a complete explanation of the researcher's findings through observation.

a. Translating a literary passage

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

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

By translating English text into Indonesian, students understand and comprehend the storyline of the lion.

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

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

At the third meeting, the teacher no longer gave texts to students. But that didn't mean the teacher abandoned the first GTM technique at this third

meeting. The teacher explained grammar about simple past tense to students using text they have understood in the previous meeting. The teacher chose the text of the lion to be identified. But at the end of the lesson, the teacher also identified the simple past tense in the second story entitled the wolf and the stork. With this series of activities, it can be concluded that at the first meeting, the first two procedural indicators were carried out by the teacher, while the other two indicators were not carried out by the teacher.

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

b. Reading comprehension questions

In the second technique, two indicators must be done by the teacher. The two indicators are the teacher asks the students to translate the questions they read into Bahasa and the teacher asked the students to answer the given questions. This second technique emphasized the teacher providing assignments to students related to the story given. However, in the first indicator, the teacher never asked students to translate the questions the

students would be working on. This is because the teacher gives direct instructions in Indonesian to students regarding the tasks that must be done by students. This instruction was repeated in the first, second, and third meetings with different questions.

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

On the other hand, in his book Larsen describes the steps taken by teachers who teach English in Spain related to this second technique. The teacher asks the students in Spanish whether they have any further questions after they have finished reading and translating the passage. “What is a paddle wheel?”, one young student asks while raising her hand. “It's a row of paletas”, the teacher responds. After that, she continues in Spanish to describe what life was like and how things operated on the steamboats that

Mark Twain used to go up and down the Mississippi River. One more states they don't grasp what "gorgeous" means. Primoroso is translated by the teacher.

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

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

student is incorrect, the teacher selects a different student to supply the correct answer, or the teacher herself gives the right answer.[30]

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

c. Finding antonyms/synonyms

The next technique is to find antonyms and synonyms in the text provided by the teacher. At this stage, none of the indicators were fulfilled, either at the first, second, or third meeting. In the interview session, the teacher explained that this was not carried out due to limited time which did not allow the teacher to implement this technique. In addition, there were assignments given by the teacher so it is quite time-consuming in one meeting. However, the teacher also explained in the interview session that the teacher had advised the students to increase their vocabulary by finding synonyms and antonyms of the words the students found in the reading. So

[30] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 33-34

in conclusion, the teacher did not apply this third technique at all meetings during formal class hours, but outside of formal study hours, the teacher asked students to do it.

d. Recognizing cognates

This process concerns guiding students to find out similarities in sound or spelling in English. Similar to the previous technique, this technique was also not carried out by the teacher in three meetings. The teacher explained that this technique was abandoned because this activity was an activity focused on lower grades. Even so, the teacher explained in the interview session that this activity was replaced by the teacher by reading English texts together. The teacher read the text per sentence with the correct pronunciation, followed by the students. This is a learning experience from Larsen's observations presented in his book. As she enters the classroom, the class is in the middle of reading a passage in their textbook. The passage is an excerpt entitled 'The Boys' Ambition' from Mark Twain's *Life on the Mississippi.* Each studeA7U8nt is called on to read a few lines from the passage.[31]

So this fourth technique is in line with the first technique, where the teacher makes students understand the reading by reading the text together and interpreting it. The teacher read the text twice. In the first reading, the

[31] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 33-34

teacher only read English texts followed by students. In the second reading, the teacher returned to read the English text but the students no longer followed the teacher but translated the text the teacher read. If students did not find the right translation, the teacher will translate the English sentences. In the interview session, the teacher explained that this activity is useful for students to familiarize their tongue with English and is also good for practicing pronunciation.

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

Meanwhile, the ideal implementation of this step is applied by Spanish teachers who teach English in research conducted by Larsen. When the students have finished this exercise, the teacher reminds them that English words that look like Spanish words are called cognates**.** She cites the

English suffix "-ty" as an example of how it frequently resembles the Spanish suffixes "-dad" and "-tad." She draws the students' attention to the passage's use of the word "possibility" and explains that it is the same as posibilidad in Spanish. The instructor instructs the class to look for further examples in the passage. Boys raise their hands and respond, "Obscurity." "Bien," the instructor says. The students are instructed to move on to the following chapter activity and respond to the question, "What do these cognates mean?" once they have located all of the cognates from the passage. The students translate into Spanish a broad list of English words (such as "curiosity," "opportunity," "liberty," etc.).[32]

e. Deductive application of the Grammar rules

This fifth technique is very crucial because in this technique the teacher begins to explain grammar. However, this technique was only carried out by the teacher at the third meeting. This technique was not applied by the teacher at the first and second meetings because, at these two meetings, the teacher had not yet entered into an explanation of grammar, only an introduction to narrative text, examples, and structure. This fifth technique consists of four indicators, namely the teacher explains the grammar rule to the students related to the given passage they learned, the teacher explains the different grammar rules because the different tenses are used in sentences,

[32] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 33-34

the teacher asks the students randomly to come in front of the class and make the sentences based on the grammar rules they learned, and the teacher generally evaluates the students' comprehension of the grammar they learned by giving the verbal assignment by them some questions about the material they learned.

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

After that, the teacher continued the explanation about the simple past tense by giving examples outside of the text they have read. First, the teacher wrote the sentence “I ate fried rice this morning” on the blackboard. Together, they identify that the verb in the sentence is ate. The teacher then asked the first verb form of ate, and the students answered that the first form of ate was eat. The teacher continued this activity by writing random verbs in the form of the second verb and then asking the students the form of the first

verb. The words written by the teacher are watched, studied, listened, and run. Students answer together the first verb form of the verb by watch, study, listen, and run.

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

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

students searched together and the teacher wrote the sentences the students read on the blackboard.

The last indicator is that the teacher generally evaluates the students' comprehension of the grammar they learned by giving the verbal assignment by asking them some questions about the material they learned. This indicator is done by students at each meeting. It's just that, in the first and second meetings the teacher's questions were not questions about grammar, but questions related to the material being explained. For example, at the first meeting, the teacher often asks students about narrative texts, moral messages, the purpose of stories, and so on. Meanwhile, at the second meeting, the teacher asked about narrative text, moral messages, story intent, text structure, and other questions that aimed to find out how much students understood the material being taught. So by looking at all the indicators worked out by the teacher, it can be concluded that the application of the fifth technique was perfect at the third meeting.

f. Fill in the blanks

This sixth technique is a type of exercise or task that can be given by the teacher to students to see how far students understand the material that has been taught by the teacher. There are many types of exercises given by the teacher to measure student understanding, but fill-in-the-blank is only applied by the teacher at the first meeting. At this first meeting, at the end of the lesson, the teacher shows the same story but in a different version of the

story and asks students to fill in the blanks with the appropriate action verb. The story the teacher is referring to is the lion and the Mouse. The teacher provides the same story but with different versions, so it is possible to make it with several different verbs. This is where the teacher asks students to fill in the blanks with suitable verbs.

g. Memorizing the vocabulary

This seventh technique has three indicators. The three indicators are the teacher prepares some vocabulary in English and its translation related to the material that has been given to students, the teacher asks students to memorize vocabulary that has been adapted to the material in English and its translation, and the teacher asks students to memorize the grammar rules they have learned in a material. In the first meeting, after reading the text in English and then translating it, the teacher observed the words that were difficult for students and recorded them on the blackboard. This difficult word is translated by the teacher together with the students. The same thing was written by Larsen in his book after observing an application of GTM in the classroom by Spanish students learning English. After students have finished reading, they are asked to translate the few lines he has just read into Spanish. The teacher helps them with new vocabulary items.[33]

[33] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p. 33-34

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

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

At the third meeting, this second indicator could not be applied because there was no list of difficult vocabulary that students had to

memorize. However, the third indicator of the seventh technique was carried out at the third meeting. The essence of the second and third indicators is memorizing. The second indicator emphasizes memorizing vocabulary while the third indicator focuses on memorizing or getting used to grammar rules. At the third meeting. Again, the teacher does not ask students to memorize the simple past tense formula. However, from the tasks given by the teacher, it can be seen that the teacher expects students to practice using and getting to know the simple past tense by practicing a lot about how to use the simple past tense.

h. Using words in sentences

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

At the end of the lesson, after the teacher asked the students to make an exercise by circling the second part of the verb in the sentence they encountered, the teacher explained the tasks that the students had to do at home. The task is to make new sentences based on the verbs they have found

based on the simple past tense formula they have learned. In the story of the lion and the mouse, there are approximately 15 verbs. The teacher asks students to find at least 10 verbs from the story and make new sentences using these verbs. So by giving this task to students, the eighth step has been done well by the teacher in the third meeting.

In his book, the results of observations made by Larsen show that this step was carried out by Spanish teachers who taught English to their students. At the end of the chapter, there is a list of vocabulary items that appeared in the passage. The list is divided into two parts: the first contains words, and the second, idioms like 'to give someone the cold shoulder.' Next to each is a Spanish word or phrase. For homework, the teacher asks the students to memorize the Spanish translation for the first 20 words and to write a sentence in English using each word.[34]

i. Composition

Composition is the last step of using GTM in class. In this last step, two indicators must be done by the teacher. These two indicators are students make a reading based on the grammar rules they have learned and based on the topic determined by the teacher and the teacher asks students to read the essays they have made in English in front of the class or on their respective benches. Both of these indicators are not done by the teacher. At

[34] Diane Larsen Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, (UK: Oxford University Press, 2011), p.33-34

the second meeting, the teacher asked students to rewrite the stories they had discussed in Indonesian in their language (not translating the previous English text).

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

b. Data of Interview

If we analyze each meeting conducted by the teacher, then there is not a single meeting that fulfills the GTM technique perfectly. However, by analyzing the three meetings together, it can be concluded that the use of this method is quite perfect in this class. By looking at the data obtained during the observation, there were only two GTM steps that were not carried out by the teacher out of a total of nine existing techniques. Teacher abandoned these two steps for a reason. From totally 20 questions related to the use of GTM in class, it can be classified to several points:

a. Teacher's understanding about GTM and its impact on learning process and also for the students

This first point consists of two items. These items are the questions that the researcher asked for the teacher. These questions are the material that suit GTM and teacher's opinion about the use of GTM in teaching reading, About the first question, teacher answered that the material that suit GTM is material about the text, such as descriptive text, narrative text, procedure text, and so on. This text suits reading activity too. Because of this text, students get an opportunity to involve in reading activity. The second answer for the second question, according to the teacher, using GTM is very helpful in reading, because students don't only focus on reading, they also have to understand grammar. Learning the grammar is part of learning the text the students read.

b. Teacher's comprehension about what to do in implementing GTM in reading

The second indicator consists of four items as the form of questions. Those questions are the passage the teacher prepare for the students, kind of evaluation for checking students' comprehension after using GTM in class, the standard used by teacher to know that the use of GTM has been reached or not yet, and the most important thing to do in order to implement GTM well for teaching reading. These questions support for the data from observation,

because teacher's behaviour in class and her comprehension about GTM will also influence the way the teacher teach in class.

The first answer for the first question related to the second indicator, teacher said that there is the book in the library that supplies the English passage for the students. This can be reached easily by the students. For the second answer, teacher said that the evaluation after learning reading is giving the task for the students in the form of true-false, and also ask the students to answer the question related to the reading material. The third answer related to the standardization about the success GTM implementation. According to the teacher, the implementation of GTM can be seen success if teacher did all of techniques in implementing GTM, or at least it reach 90%. Teacher also said that the successful of implementing GTM can also be seen from students' comprehension about the lesson they got. It can be seen in the task they make. The last question of this indicator is about the important thing in implementing GTM according to the teacher. Teacher said that the most important thing in implementing GTM in reading is giving the text to the students and teach them its grammar rule.

c. The techniques of GTM done by teacher

The last indicator consists of six items in the form of question too. The questions in this indicator related to the use of GTM in the classroom in teaching reading. In the interview session, teacher explains about some techniques that were not implemented by teacher and also the reason. After

getting the answer from the teacher it can be concluded that there are two techniques that did not do by the teacher. Those techniques are finding synonym and antonym and finding cognates. The reason of letting these techniques is there is not enough time to do lots of exercises in class and no vocabulary happens to be the same as Indonesian on the day they learn about a narrative text

By analyzing the steps done by the teacher in the class and the result of interview, it can be concluded as the three important conclusions below:

a. The techniques of GTM done by the teacher during the observations

From the data above, it can be concluded that implementing GTM in the classroom was not enough for only one meeting. GTM even can not be implemented well by calculating all activities done by the teacher in three meetings. From total of nine techniques of GTM, only several techniques did by the teacher. In the first meeting, the teacher started to discuss narrative text by introducing what is narrative text and what is its example. The teacher did only 4 steps of GTM in this first meeting (translating the literary passage, reading comprehension questions, filling in the blanks, and memorizing the vocabulary).

On the next meeting, the teacher continued the lesson about narrative text by explaining its structure. In this meeting, the teacher gave the students a new story. The teacher did only three techniques of GTM (translating the literary passage, memorizing vocabulary, and composition). In the last

meeting, the teacher explained the crucial thing when studying a narrative text, it was about simple past tense. In this last meeting, the teacher did five techniques of GTM (translating the literary passage, deductive application of the grammar rules, filling in the blank, memorizing the vocabulary, and using words in sentences). By considering these three meetings, from a total of nine steps of GTM, the teacher did translate the literary passage, read comprehension questions, deductive application of the grammar rules, fill in the blank, memorized the vocabulary, used words in sentences, and composition.

b. The techniques of GTM did not do by the teacher during the observations

During teaching the narrative text, there was also the technique of GTM not done by the teacher. In the first meeting, the teacher did not do finding antonyms/synonyms, recognizing cognates, deductive application of the grammar rules, using words in sentences, and composition. In this first meeting, the teacher let many techniques of GTM. In the second meeting, the teacher did not do reading comprehension questions, finding antonyms/synonyms, recognizing cognates, deductive application of the grammar rules, fill in the blanks, and using words in sentences. In the last meeting, the teacher did not do reading comprehension questions, finding antonyms/synonyms, recognizing cognates, and composition.

c. The reason for letting some techniques

The two techniques left by the teacher are:

1. Finding antonyms and synonyms

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

2. Finding cognates

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

B. Discussion

In this discussion, the researcher will discuss the findings that were obtained by comparing them with the findings obtained by previous researchers. After describing the data in the findings, it can be concluded that of the nine GTM techniques proposed by Larsen in his book, only seven were carried out by the teacher. Two of the nine techniques were not carried out by the teacher. The techniques carried out by the teacher are translation of a literary passage, reading comprehension questions, deductive application rules, fill in the blanks, using words in sentences, composition, and memorization. Meanwhile, two techniques that were not implemented by the teacher were finding antonyms and synonyms and finding cognates.

The same thing can also be seen in the research conducted by Riri Oktavia, where in her thesis she mentioned that there were only four techniques carried out by the teacher out of a total of nine techniques mentioned by Larsen in her book. The four techniques are translation of a literary passage, reading comprehension questions, deductive application rules, and memorization. The five techniques were not implemented by the teacher. Even so, Riri said that in implementing the four techniques, there was the accordance with what was conveyed by the expert in his book. This also applies to the research that the researchers did, where out of a total of nine existing techniques, the teacher carried out seven steps according to what was conveyed by the experts.

Meanwhile, with the same research focus, Faisal Rahman found something different. Of the nine steps of GTM, Faisal summed them up into four steps to be studied. These four steps are teacher gives the reading text, read the text silently, identifying the grammar rule and translating the text word by word, and memorize the grammar rule and the translation of the words. However, after the authors re-analyzed, there were only three techniques carried out by the teacher based on research conducted by Faisal. The three techniques are translation of a literary passage, deductive application rules, and memorization.

Catharina Elmayantie presented different research results due to a different theoretical focus, even with the same research topic. Catharina Elmayantie analyzes the use of GTM by teachers based on the characteristics of GTM as suggested by experts. This study and two previous studies looked at the suitability of implementing GTM by teachers in the classroom by comparing it to the techniques or techniques described by experts in their books. From her research, Catharina Elmayantie found that there are nine general characteristics of GTM that are in accordance with the implementation of GTM by teachers in the classroom. The nine things are; the classes were taught mainly in mother tongue, the vocabulary was taught in the form of lists of isolated words, the grammar provided the rules for putting words together, it focused on the form and inflection of words, the reading difficult classical texts were begun early, it was little attention to the content of the texts, the drills were exercises in translating, it was little attention to pronunciation, and it focused on accuracy.

The last, Ali Fauzi conducted the research about the use of grammar-translation method to teach reading to the tenth class students. The results of the research conducted by Ali showed that there were only three steps carried out by the students out of a total of nine GTM steps mentioned by the expert. These three steps are translation of a literary passage, reading comprehension questions, and deductive application rules. The following is a clear comparison, detailing one by one the GTM steps carried out by all teachers in all studies**:**

a. Translating a literary passage

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

In the research conducted by Faisal Rahman, the teacher also gave a text for students to read entitled Nyi Roro Kidul. Meanwhile, the results of the research conducted by Catharina Elmayantie cannot be compared with this

research because Catharina Elmayantie sees the implementation of GTM through the characteristics of GTM, not through the techniques or steps mentioned by Larsen in his book. So in her research, Catharina Elmayantie focuses on analyzing the activities of teachers teaching English and then comparing them with the characteristics of GTM. So Catharina Elmayantie found nine important things related to the GTM feature carried out by the teacher in class.

b. Reading comprehension questions

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

c. Deductive application of the grammar rules

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

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

In his research, Faisal also mentioned that this step is very important and teachers do it in class. The text of Nyi Roro Kidul which is a type of narrative text is provided by the teacher for the students. Analysis of grammar rules is carried out per sentence until all sentences are used up. Faisal explains that silently, the students read the text, then identifying the grammar rule and translating word by word by the teacher's help. Generally, the text is

structured as simple past tense, because there are some to be “was” and “were”. The text also generally use verb 2, such as; had, became, wandered, died , cried, thought, got up, etc.

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

d. Memorizing the vocabulary

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

This is in accordance with what the authors describe in this study that there are three things that the teacher does regarding this technique. These

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

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

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

CHAPTER V

CONCLUSION

In this session, the writer will explain some important points which are the conclusions of this research. The conclusion is related to the research question that has the answer in previous chapter. The research question is how is the appropriateness of Grammar Translation Method (GTM) implemented by the teacher in teaching reading in SMPN 2 Tanjung Raya with the theory. Based on the findings, it can be concluded that the implementation of GTM to the 9th grade students of SMPN 2 Tanjung Raya is appropriate to the expert's guidance in his book. However, there are only seven techniques did by the teacher in teaching reading under the theme narrative text. This material was taught in three meetings. Two left techniques were not applied by the teacher in that class because of some reason. Below is the furthermore explanation of teacher's implementation of GTM to the 9th grade students of SMPN 2 Tanjung Raya.

1. Teacher's implementation of GTM in class 9.1

In general, the implementation of GTM in the classroom can be categorized as perfect. Almost all GTM techniques have been done by the teacher. After observing the series of techniques described by Larsen in his book, as well as observations made by Larsen in the Spanish class, the writer can conclude that in the GTM technique, there are many exercises as a form of evaluating students' understanding of the material that has been taught. This can be seen from the several exercises listed in

the technique in the form of finding synonyms and antonyms, filling in the blanks with suitable words, finding similarities in sound between English and Indonesian, recreating the same story in your language, making new sentences based on the rules. a grammar that has been explained by the teacher, reading forward the results of student work after re-creating the stories that have been read, and identifying and marking verbs in the text that has been read.

Many of these exercises aim to provide an active learning experience to students. These many exercises also make students familiar with the material that has been taught, so that students can remember it for a long time. As a result, all of these exercises could not be done by the teacher due to time constraints. Among many tasks described by Larsen in his book, only a few are done by the teacher. The task given cannot be done immediately in one meeting but continues up to three meetings. The tasks that were successfully implemented by the teacher during the three meetings were, filling in the blanks with suitable words, re-creating the same story in their language, making new sentences based on the grammar rules explained by the teacher, and identifying and marking verbs. Meanwhile, the types of exercises that the teacher could not do were finding synonyms and antonyms, finding similarities in sound between English and Indonesian, and reading ahead of students' work after reconstructing the stories they had read. The three meetings are calculated, so the conclusions can be seen in the following table.

The meetings	The techniques implemented
The first meeting	● Translating a literary passage ● Reading comprehension questions ● Fill in the blanks ● Memorizing the vocabulary
The second meeting	● Translating a literary passage ● Fill in the blanks ● Memorizing the vocabulary ● Composition
The third meeting	● Translating a literary passage ● Fill in the blanks ● Memorizing the vocabulary ● Deductive application of the Grammar rules ● Using words in sentences

2. The reason for letting some techniques

The two techniques left by the teacher are:

a. Finding antonym and synonym

The teacher includes this stage in the exercise as a way of evaluating the material that has been learned. Finding vocabulary for students to memorize also involves looking for antonyms and synonyms. This step was skipped by the master for two reasons. The first reason is that there is not enough time in the session to complete several exercises. Since the teacher has already prepared many exercises for the class, adding more will take some

time. Finding an antonym and synonym has previously been advised to students, therefore the teacher hopes that they will do so on their initiative for the second reason.

b. Finding cognates

To locate English terms that resemble Spanish words, one task is to find cognates. The teacher doesn't do this since on the day students learn about narrative texts, there isn't any language that just so happens to be Indonesian. The teacher also mentioned that because this exercise was frequently carried out in grade 7 by the students, in grade 9 the teacher put a greater emphasis on how students read words with the right pronunciation

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APPENDIX 1: RESEARCH GUIDELINE

OBSERVATION GUIDELINE

Title: The Teacher's Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya

The procedures of GTM by Diane Larsen Freeman and Marti Anderson

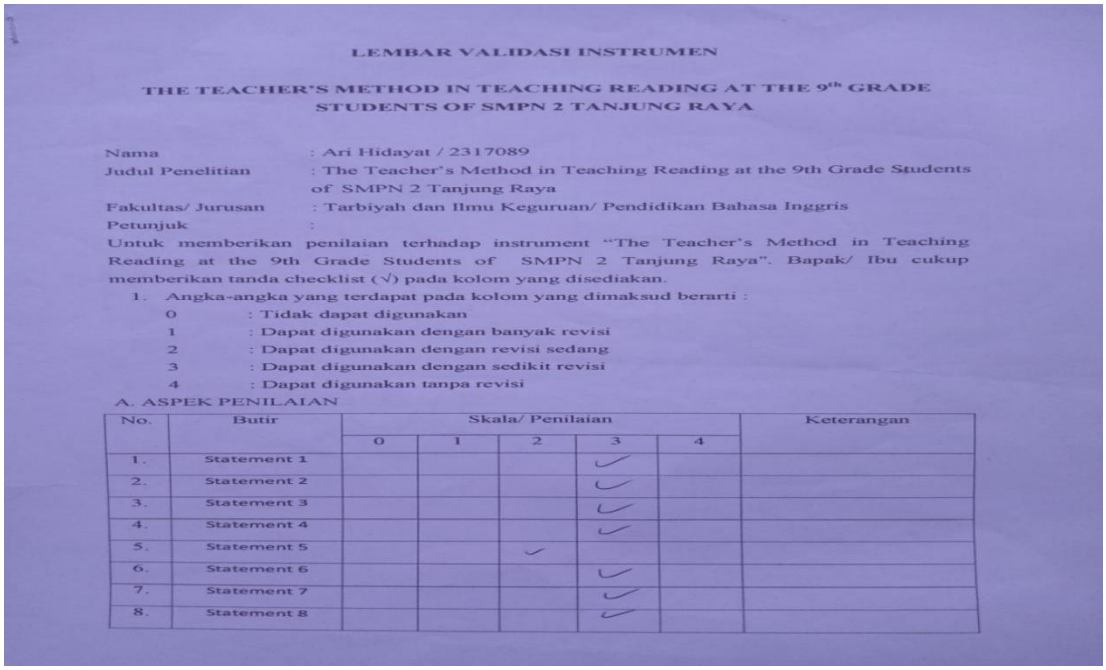
Variable: Using GTM in Teaching Reading

Indicators	Sub indicator	Description	Item	Number
Translating a literary passage	1. Preparing the passage 2. Preparing the assignment 3. Reading the passage 4. Translating the passage	Teacher provides the passage in English for the students and asks them to read the passage. After that, teacher asks them to translate from the native language into the target language.	4	1.1, 1.2, 1.3, 1.4
Reading comprehension questions	1. Translating the questions 2. Answering the questions	The teacher asks the students to answer questions in English based on their understanding of the passage they read.	2	2.5, 2.6
Finding antonyms/synonyms	1. Finding synonym 2. Finding antonym	The students ordered to find out the antonym/synonym of some words	3	3.7, 3.8, 3.9

	3. Translating both synonym and antonym	in the passage.		
Recognizing cognates	1. Leading students to recognize cognates	The teacher teaches the students to recognize cognates by learning the sound patterns or spelling that correspond between the languages.	1	4.10
Deductive application of the Grammar rules	1. Explaining grammar 2. Explaining the variety of grammar's rule 3. Students' exercising 4. Evaluating students' comprehension by teacher after giving the exercise	Teacher teaches the students about the grammar rule. Exception to each rules are also noted. Once the students understand a rule, they are ordered to apply it to some different examples.	4	5.11, 5.12, 5.13, 5.14
Fill in the blanks	1. Exercising 2. Evaluating	The students are given a series of sentences with word missing and they fill in the blanks with new vocabulary items or with items of particular grammar type.	2	15, 16
Memorizing the vocabulary	1. Arranging the vocabulary 2. Memorizing the vocabulary 3. Memorizing the grammars'	Students are given lists of target language vocabulary words and their native language equivalents	3	17, 18, 19

	rule	and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation.		
Using words in sentences	1. Exercising (making new sentences)	The teacher leads the students to make up sentences in which they use the new words.	1	20
Composition	1. Re-write the passage 2. Reading the passage	The teacher gives the students a topic to write about in the English language. The topic is based upon some aspect of the reading passage of the lesson.	2	21, 22

APPENDIX 2: VALIDATION SHEET



LEMBAR VALIDASI INSTRUMEN

THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

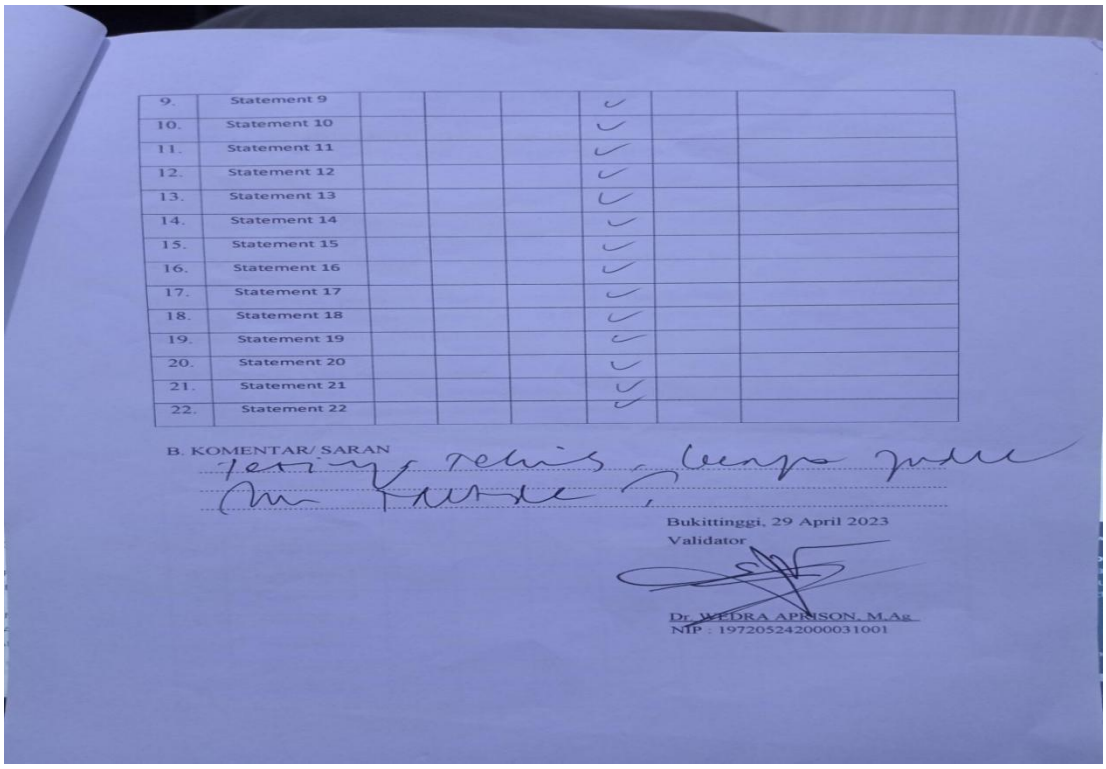
Nama : Ari Hidayat / 2317089
Judul Penelitian : The Teacher's Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris
Petunjuk :

Untuk memberikan penilaian terhadap instrument "The Teacher's Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya". Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti :
   0 : Tidak dapat digunakan
   1 : Dapat digunakan dengan banyak revisi
   2 : Dapat digunakan dengan revisi sedang
   3 : Dapat digunakan dengan sedikit revisi
   4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Statement 1				√		
2.	Statement 2				√		
3.	Statement 3				√		
4.	Statement 4				√		
5.	Statement 5			√			
6.	Statement 6				√		
7.	Statement 7				√		
8.	Statement 8				√		



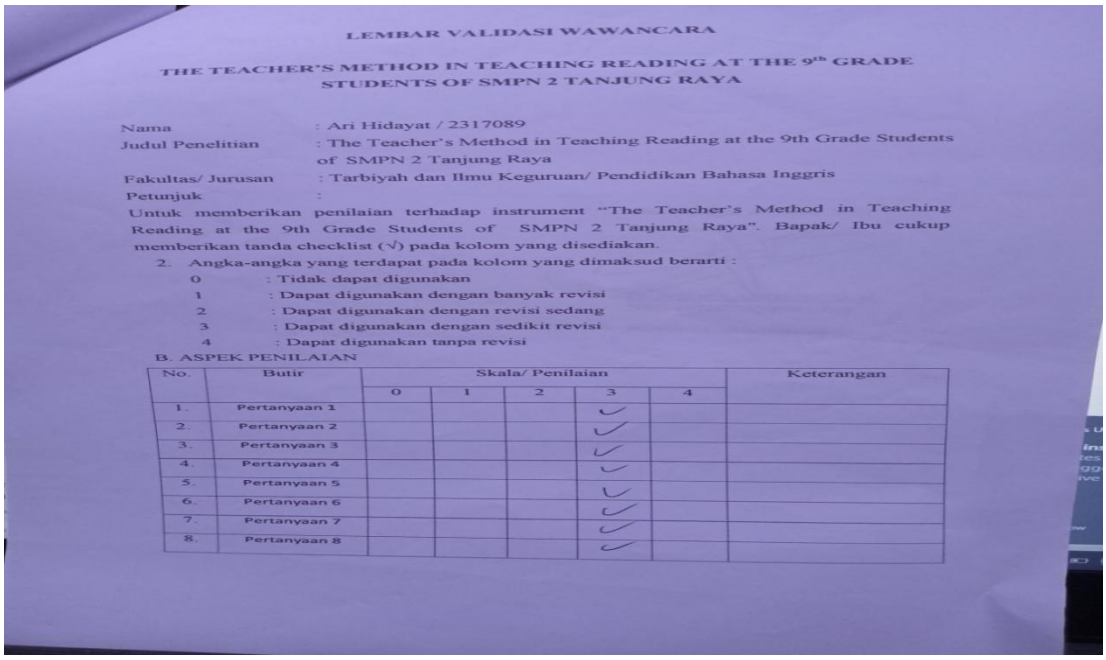
9.	Statement 9				√		
10.	Statement 10				√		
11.	Statement 11				√		
12.	Statement 12				√		
13.	Statement 13				√		
14.	Statement 14				√		
15.	Statement 15				√		
16.	Statement 16				√		
17.	Statement 17				√		
18.	Statement 18				√		
19.	Statement 19				√		
20.	Statement 20				√		
21.	Statement 21				√		
22.	Statement 22				√		

B. KOMENTAR/ SARAN

Testing Tenses ... Lengkapi judul

Bukittinggi, 29 April 2023
Validator

Dr. WEDRA APRISON, M.Ag
NIP : 197205242000031001



LEMBAR VALIDASI WAWANCARA

THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

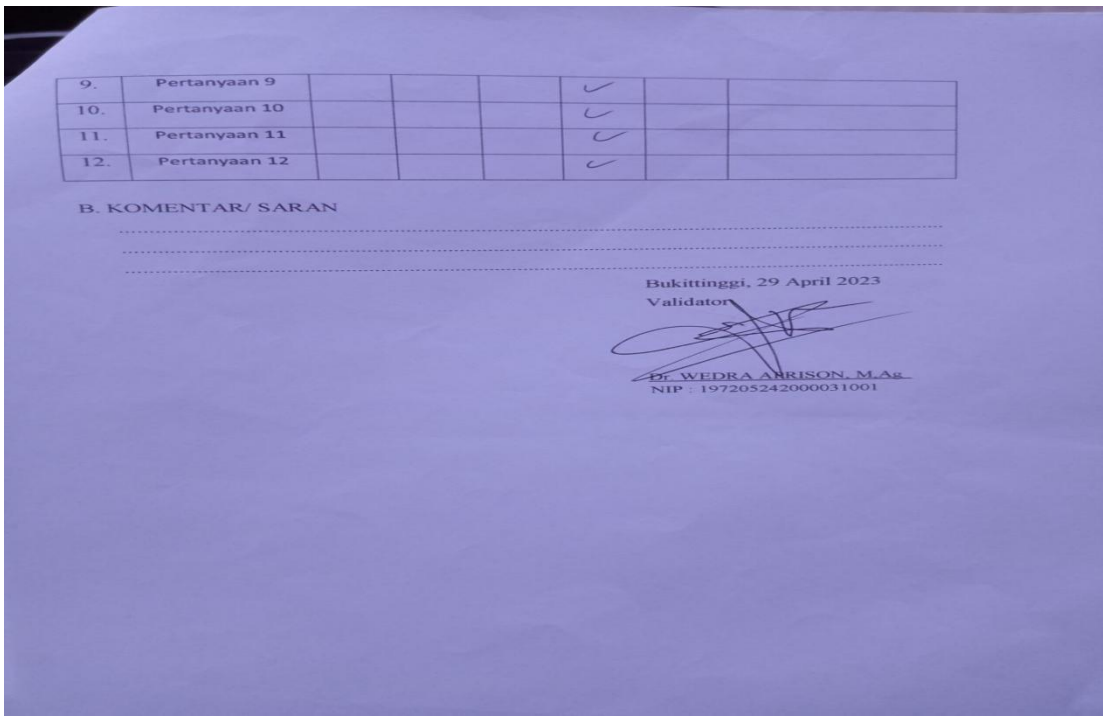
Nama : Ari Hidayat / 2317089
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   3 : Dapat digunakan dengan sedikit revisi
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B. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pertanyaan 1				√		
2.	Pertanyaan 2				√		
3.	Pertanyaan 3				√		
4.	Pertanyaan 4				√		
5.	Pertanyaan 5				√		
6.	Pertanyaan 6				√		
7.	Pertanyaan 7				√		
8.	Pertanyaan 8				√		



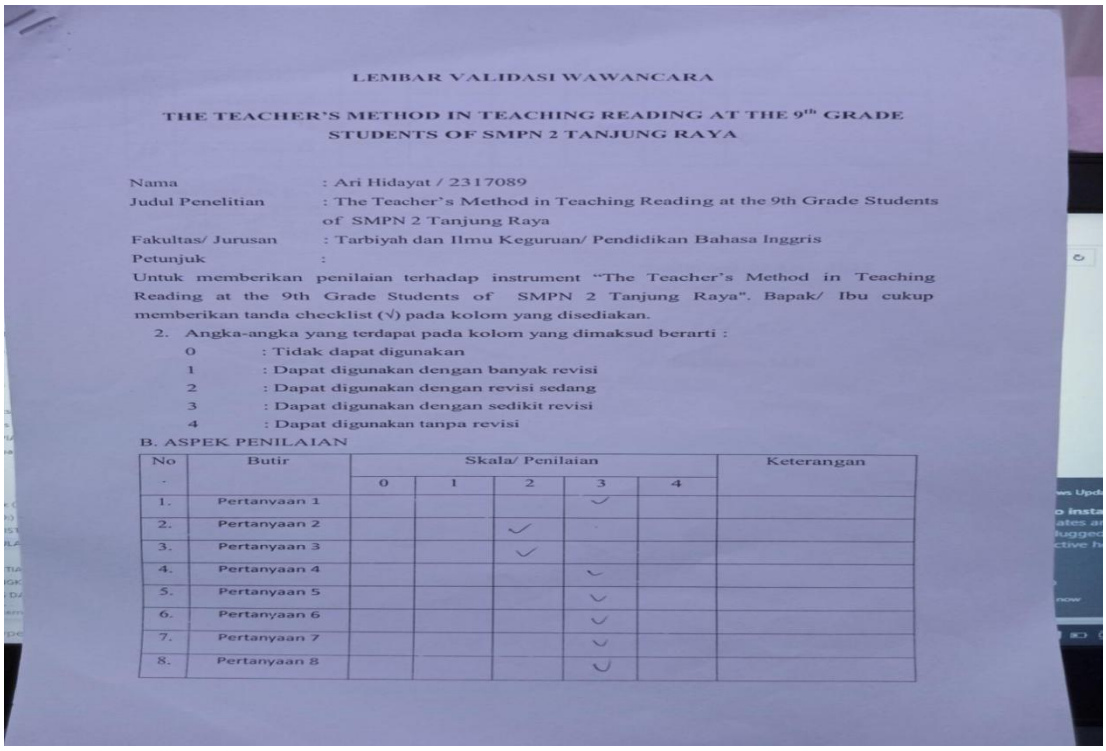
9.	Pertanyaan 9				√		
10.	Pertanyaan 10				√		
11.	Pertanyaan 11				√		
12.	Pertanyaan 12				√		

B. KOMENTAR/ SARAN

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Bukittinggi, 29 April 2023
Validator

Dr. WEDRA AMRISON, M.Ag
NIP : 197205242000031001



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THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

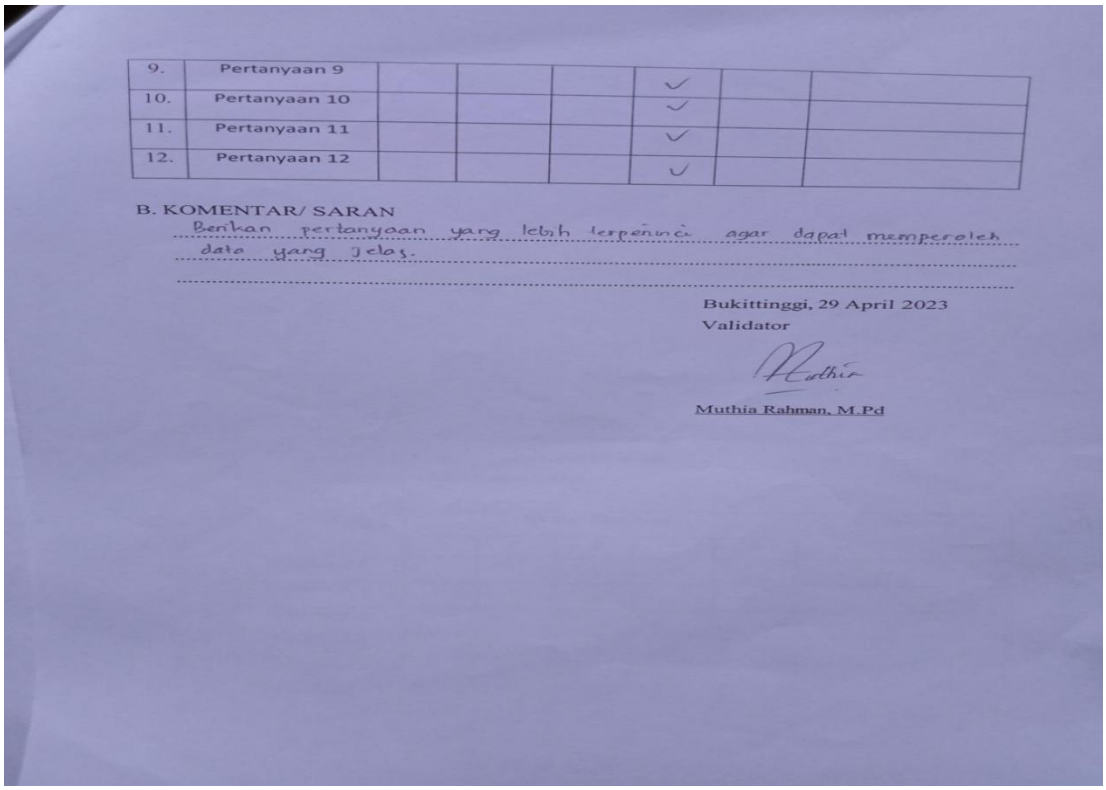
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1.	Pertanyaan 1				√		
2.	Pertanyaan 2			√			
3.	Pertanyaan 3			√			
4.	Pertanyaan 4				√		
5.	Pertanyaan 5				√		
6.	Pertanyaan 6				√		
7.	Pertanyaan 7				√		
8.	Pertanyaan 8				√		



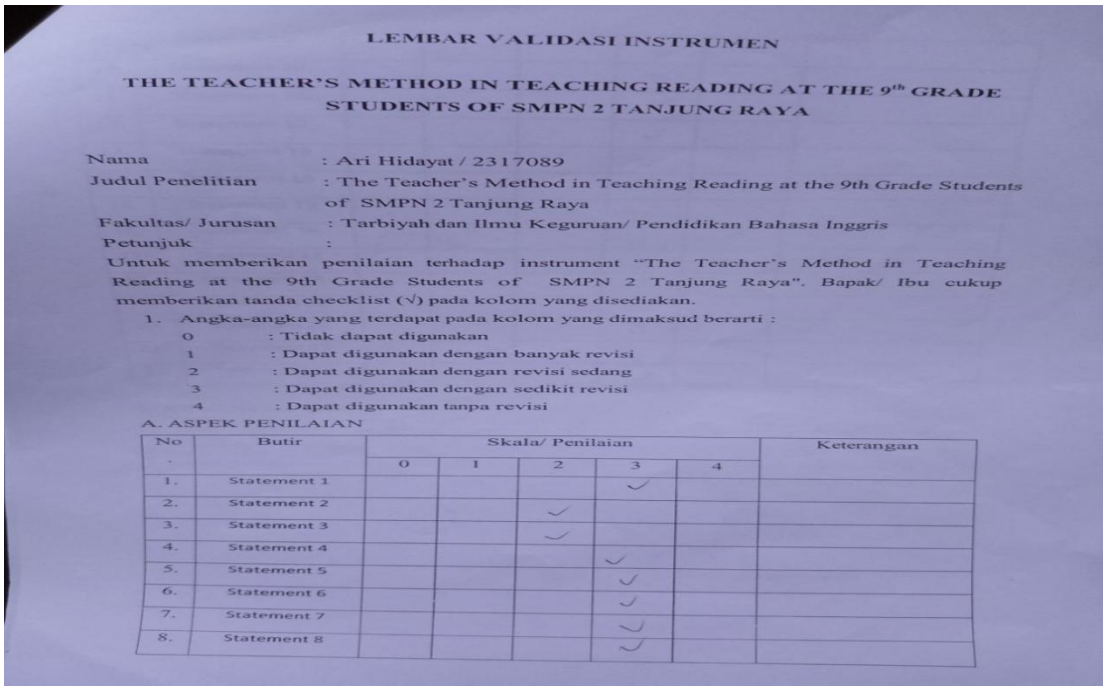
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10.	Pertanyaan 10				√		
11.	Pertanyaan 11				√		
12.	Pertanyaan 12				√		

B. KOMENTAR/ SARAN

Berikan pertanyaan yang lebih terperinci agar dapat memperoleh data yang jelas.

Bukittinggi, 29 April 2023
Validator

Muthia Rahman, M.Pd



LEMBAR VALIDASI INSTRUMEN

THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

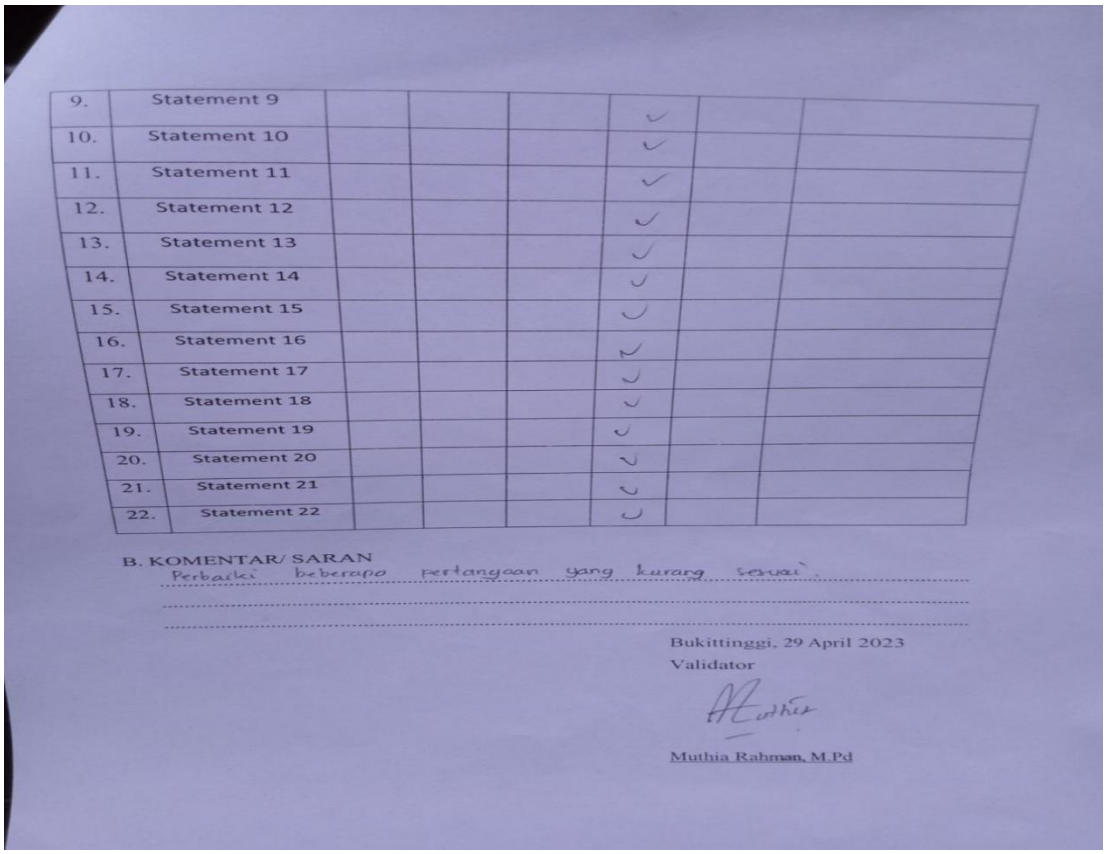
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		0	1	2	3	4	
1.	Statement 1				√		
2.	Statement 2			√			
3.	Statement 3			√			
4.	Statement 4				√		
5.	Statement 5				√		
6.	Statement 6				√		
7.	Statement 7				√		
8.	Statement 8				√		

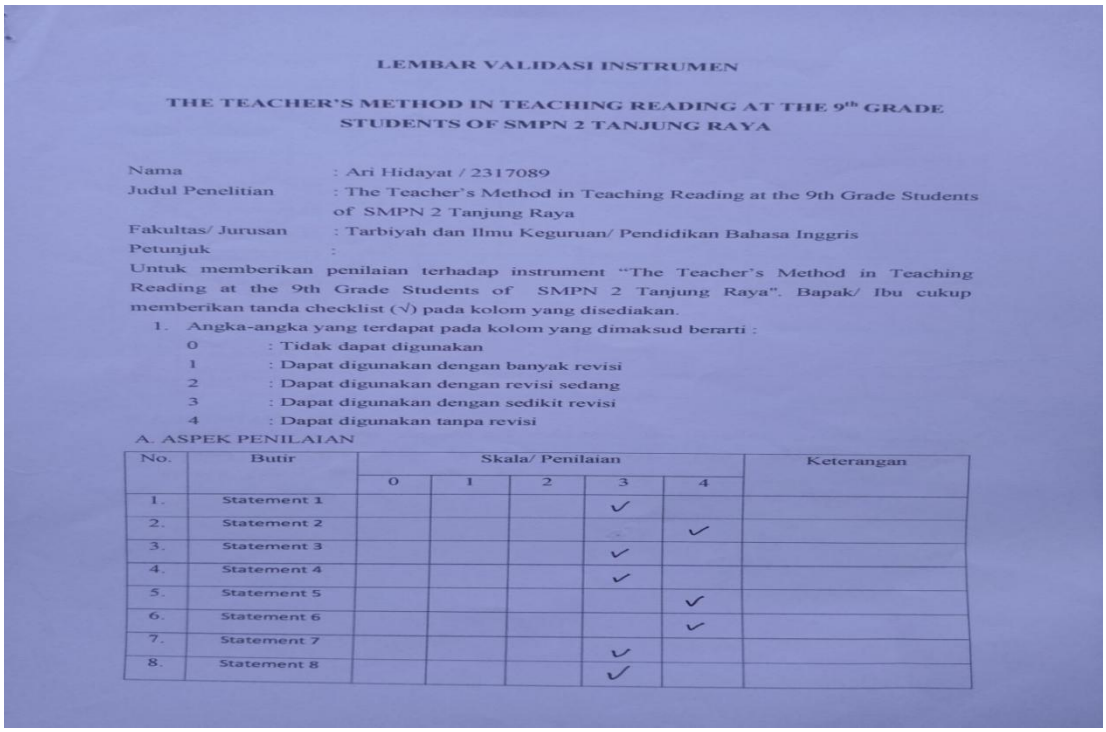


9.	Statement 9				√		
10.	Statement 10				√		
11.	Statement 11				√		
12.	Statement 12				√		
13.	Statement 13				√		
14.	Statement 14				√		
15.	Statement 15				√		
16.	Statement 16				√		
17.	Statement 17				√		
18.	Statement 18				√		
19.	Statement 19				√		
20.	Statement 20				√		
21.	Statement 21				√		
22.	Statement 22				√		

B. KOMENTAR/ SARAN
Perbaiki beberapa pertanyaan yang kurang sesuai.

Bukittinggi, 29 April 2023
Validator

Muthia Rahman, M.Pd



LEMBAR VALIDASI INSTRUMEN

THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

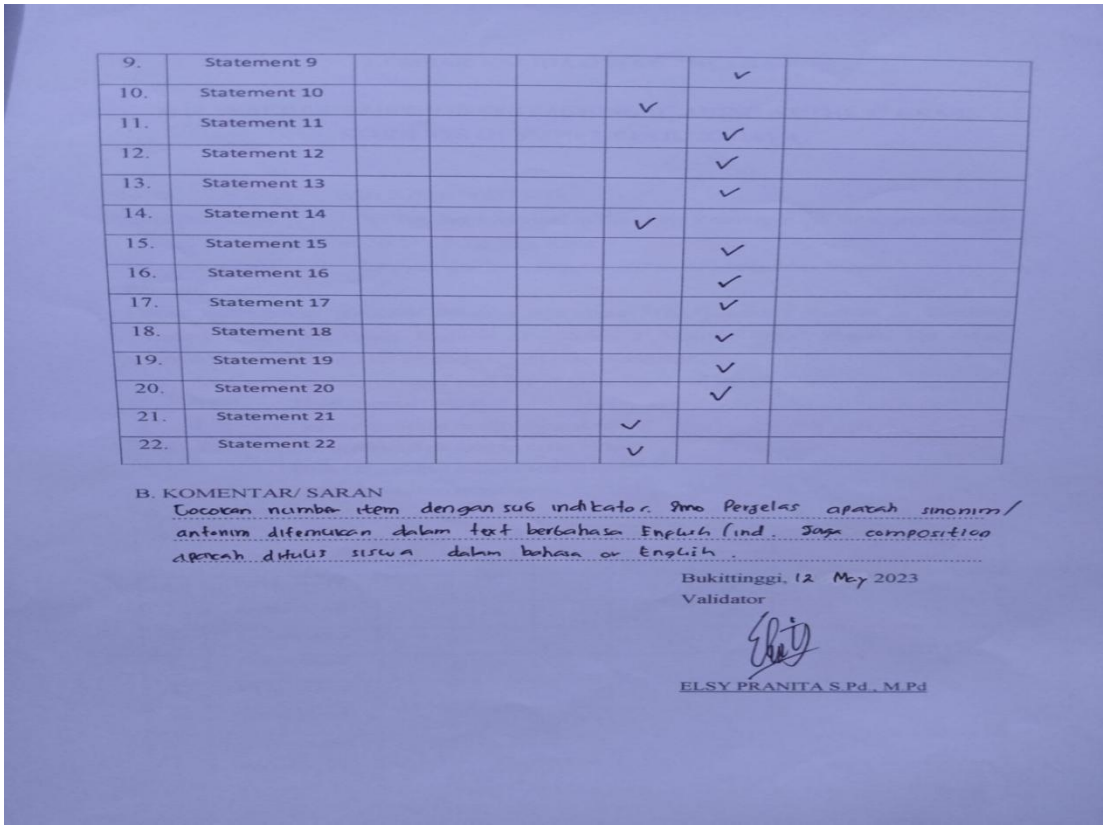
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Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris
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A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Statement 1				√		
2.	Statement 2					√	
3.	Statement 3				√		
4.	Statement 4				√		
5.	Statement 5					√	
6.	Statement 6					√	
7.	Statement 7				√		
8.	Statement 8				√		



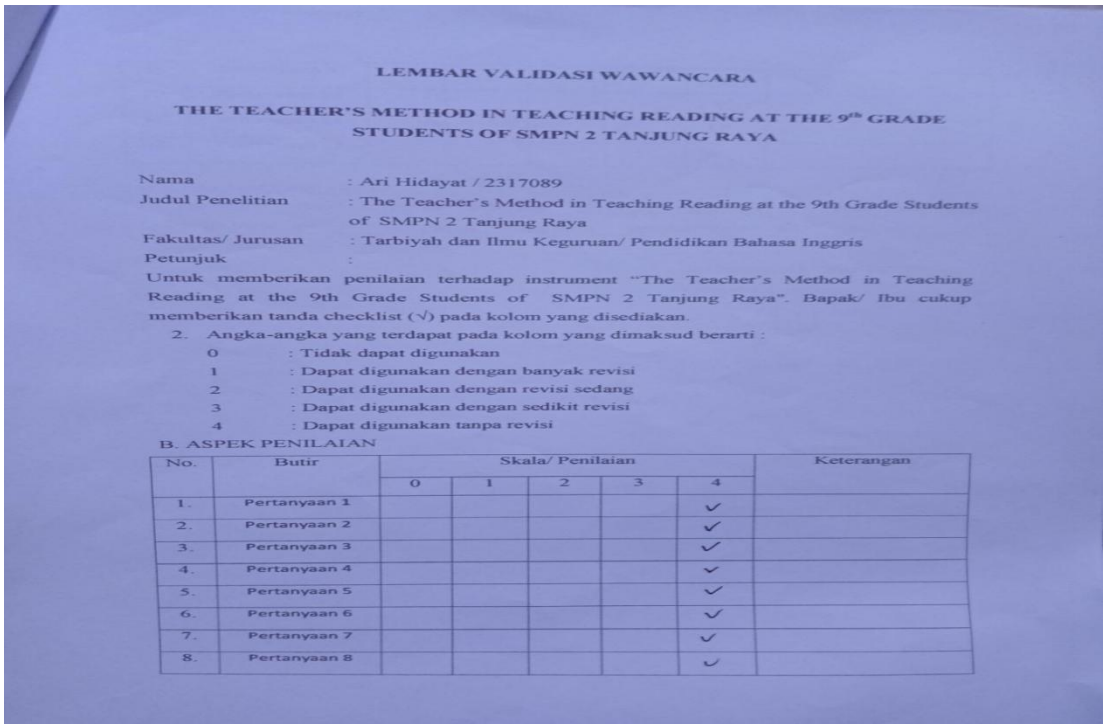
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10.	Statement 10				√		
11.	Statement 11					√	
12.	Statement 12					√	
13.	Statement 13					√	
14.	Statement 14				√		
15.	Statement 15					√	
16.	Statement 16					√	
17.	Statement 17					√	
18.	Statement 18					√	
19.	Statement 19					√	
20.	Statement 20					√	
21.	Statement 21				√		
22.	Statement 22				√		

B. KOMENTAR/ SARAN

Cocokan nomor item dengan sub indikator. Jika Pergelas apakah sinonim/ antonim ditemukan dalam text berbahasa English (ind. Juga composition apakah ditulis sesuai dalam bahasa or English.

Bukittinggi, 12 May 2023
Validator

ELSY PRANITA S.Pd., M.Pd



LEMBAR VALIDASI WAWANCARA

THE TEACHER'S METHOD IN TEACHING READING AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA

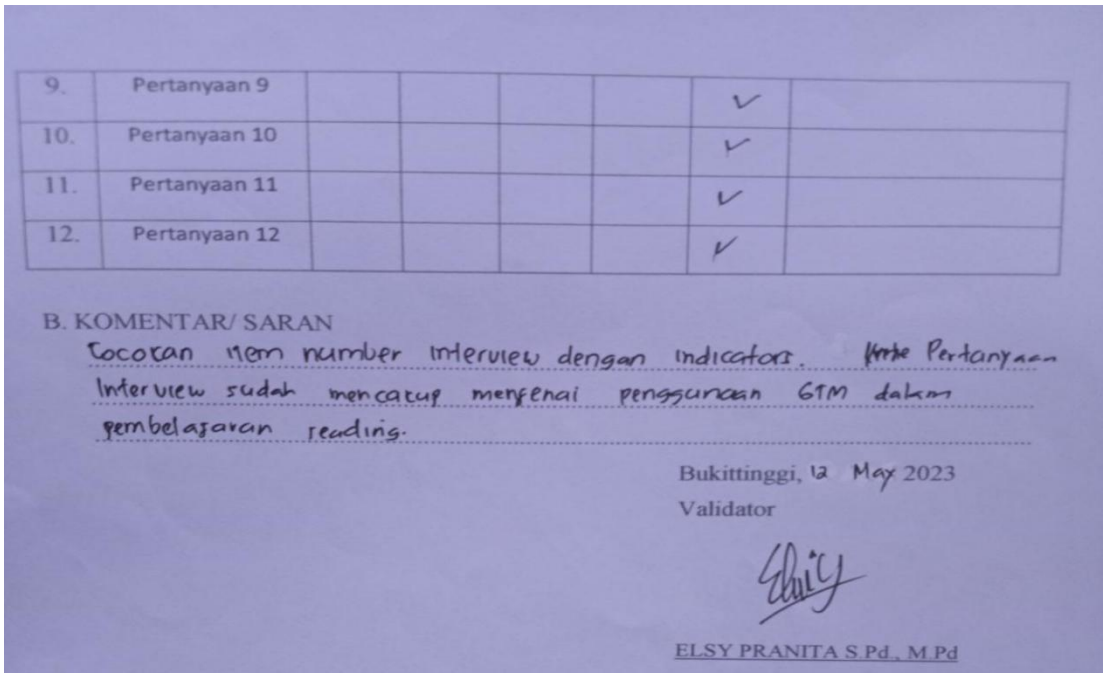
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Judul Penelitian : The Teacher's Method in Teaching Reading at the 9th Grade Students of SMPN 2 Tanjung Raya
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris
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B. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Pertanyaan 1					√	
2.	Pertanyaan 2					√	
3.	Pertanyaan 3					√	
4.	Pertanyaan 4					√	
5.	Pertanyaan 5					√	
6.	Pertanyaan 6					√	
7.	Pertanyaan 7					√	
8.	Pertanyaan 8					√	



9.	Pertanyaan 9					√	
10.	Pertanyaan 10					√	
11.	Pertanyaan 11					√	
12.	Pertanyaan 12					√	

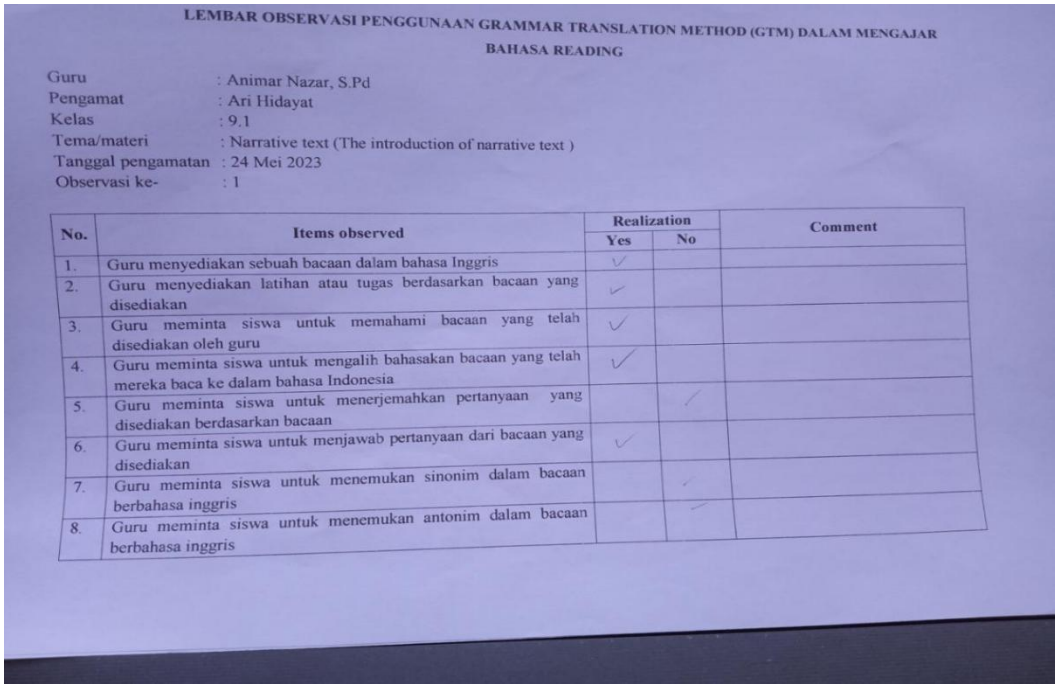
B. KOMENTAR/ SARAN

Cocokan item number interview dengan indicators. Kode Pertanyaan Interview sudah mencakup mengenai penggunaan GTM dalam pembelajaran reading.

Bukittinggi, 12 May 2023
Validator

ELSY PRANITA S.Pd., M.Pd

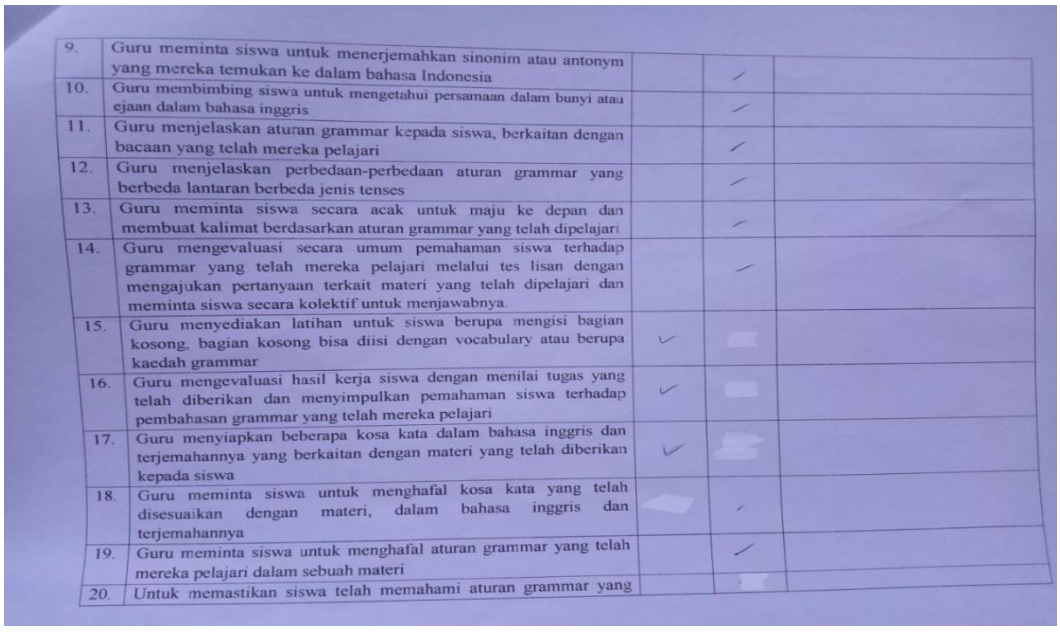
APPENDIX 3: OBSERVATION SHEET



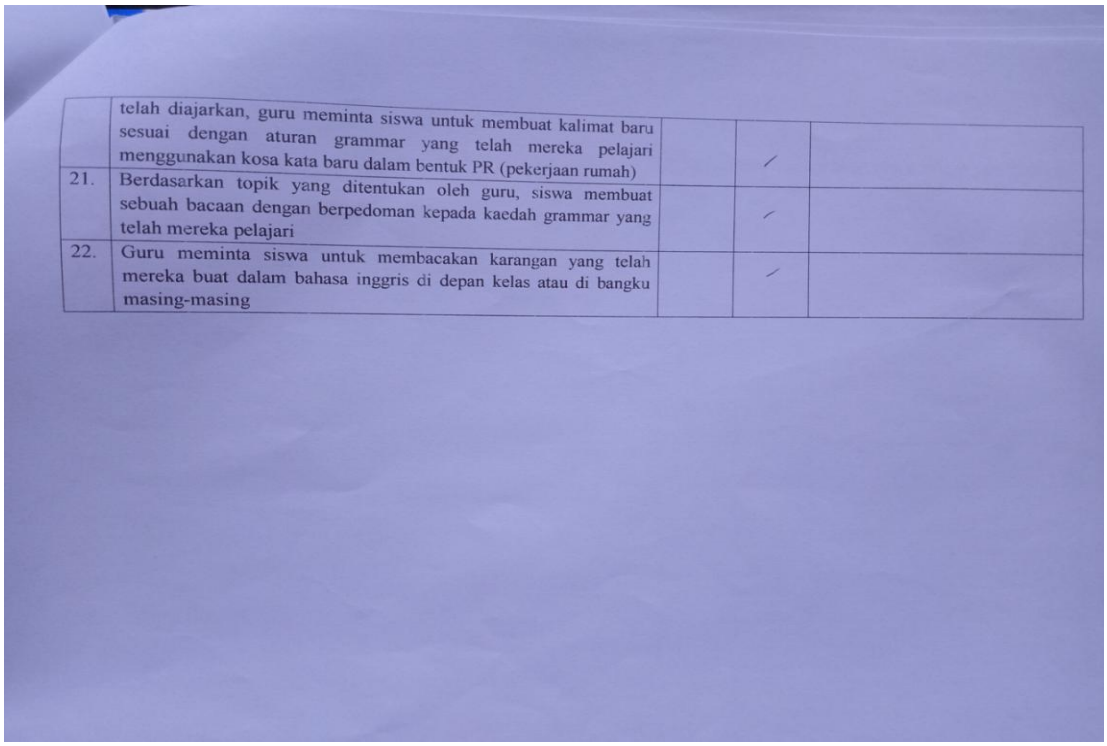
LEMBAR OBSERVASI PENGGUNAAN GRAMMAR TRANSLATION METHOD (GTM) DALAM MENGAJAR BAHASA READING

Guru : Animar Nazar, S.Pd
Pengamat : Ari Hidayat
Kelas : 9.1
Tema/materi : Narrative text (The introduction of narrative text)
Tanggal pengamatan : 24 Mei 2023
Observasi ke- : 1

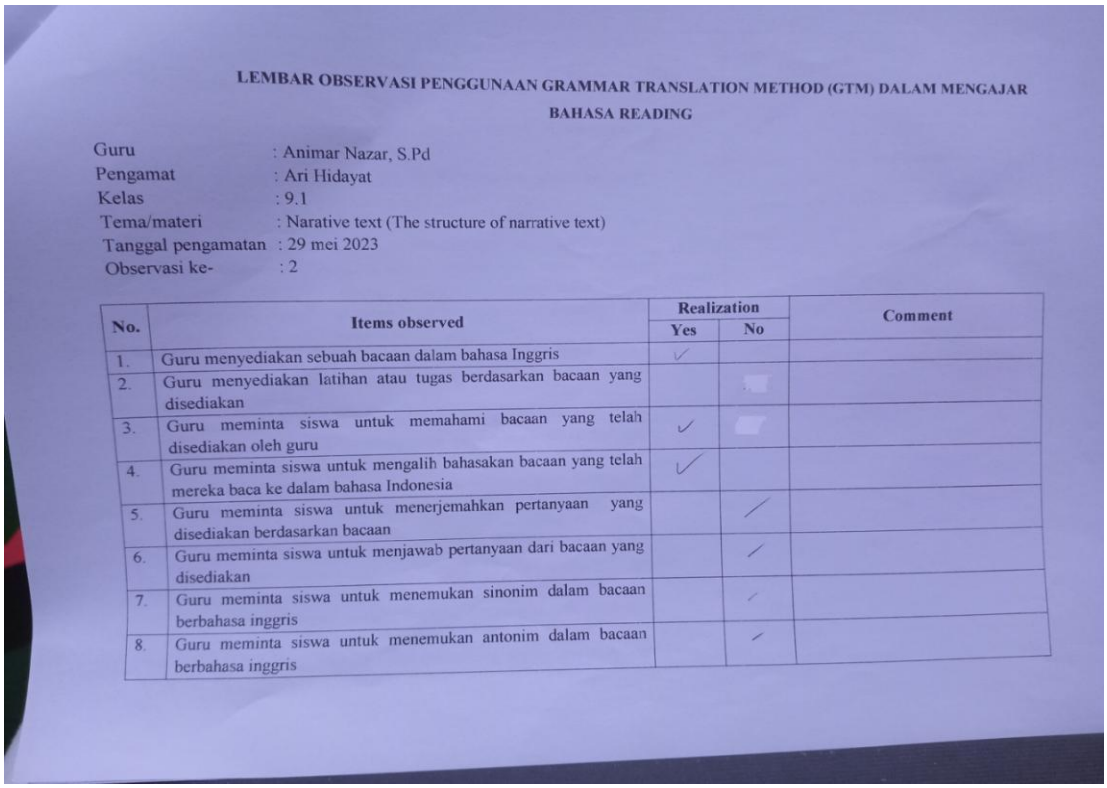
No.	Items observed	Realization		Comment
		Yes	No	
1.	Guru menyediakan sebuah bacaan dalam bahasa Inggris	✓		
2.	Guru menyediakan latihan atau tugas berdasarkan bacaan yang disediakan	✓		
3.	Guru meminta siswa untuk memahami bacaan yang telah disediakan oleh guru	✓		
4.	Guru meminta siswa untuk mengalih bahasakan bacaan yang telah mereka baca ke dalam bahasa Indonesia	✓		
5.	Guru meminta siswa untuk menerjemahkan pertanyaan yang disediakan berdasarkan bacaan		✓	
6.	Guru meminta siswa untuk menjawab pertanyaan dari bacaan yang disediakan	✓		
7.	Guru meminta siswa untuk menemukan sinonim dalam bacaan berbahasa inggris		✓	
8.	Guru meminta siswa untuk menemukan antonim dalam bacaan berbahasa inggris		✓	



9.	Guru meminta siswa untuk menerjemahkan sinonim atau antonym yang mereka temukan ke dalam bahasa Indonesia		✓	
10.	Guru membimbing siswa untuk mengetahui persamaan dalam bunyi atau ejaan dalam bahasa inggris		✓	
11.	Guru menjelaskan aturan grammar kepada siswa, berkaitan dengan bacaan yang telah mereka pelajari		✓	
12.	Guru menjelaskan perbedaan-perbedaan aturan grammar yang berbeda lantaran berbeda jenis tenses		✓	
13.	Guru meminta siswa secara acak untuk maju ke depan dan membuat kalimat berdasarkan aturan grammar yang telah dipelajari		✓	
14.	Guru mengevaluasi secara umum pemahaman siswa terhadap grammar yang telah mereka pelajari melalui tes lisan dengan mengajukan pertanyaan terkait materi yang telah dipelajari dan meminta siswa secara kolektif untuk menjawabnya.		✓	
15.	Guru menyediakan latihan untuk siswa berupa mengisi bagian kosong, bagian kosong bisa diisi dengan vocabulary atau berupa kaedah grammar	✓		
16.	Guru mengevaluasi hasil kerja siswa dengan menilai tugas yang telah diberikan dan menyimpulkan pemahaman siswa terhadap pembahasan grammar yang telah mereka pelajari	✓		
17.	Guru menyiapkan beberapa kosa kata dalam bahasa inggris dan terjemahannya yang berkaitan dengan materi yang telah diberikan kepada siswa	✓		
18.	Guru meminta siswa untuk menghafal kosa kata yang telah disesuaikan dengan materi, dalam bahasa inggris dan terjemahannya		✓	
19.	Guru meminta siswa untuk menghafal aturan grammar yang telah mereka pelajari dalam sebuah materi		✓	
20.	Untuk memastikan siswa telah memahami aturan grammar yang			



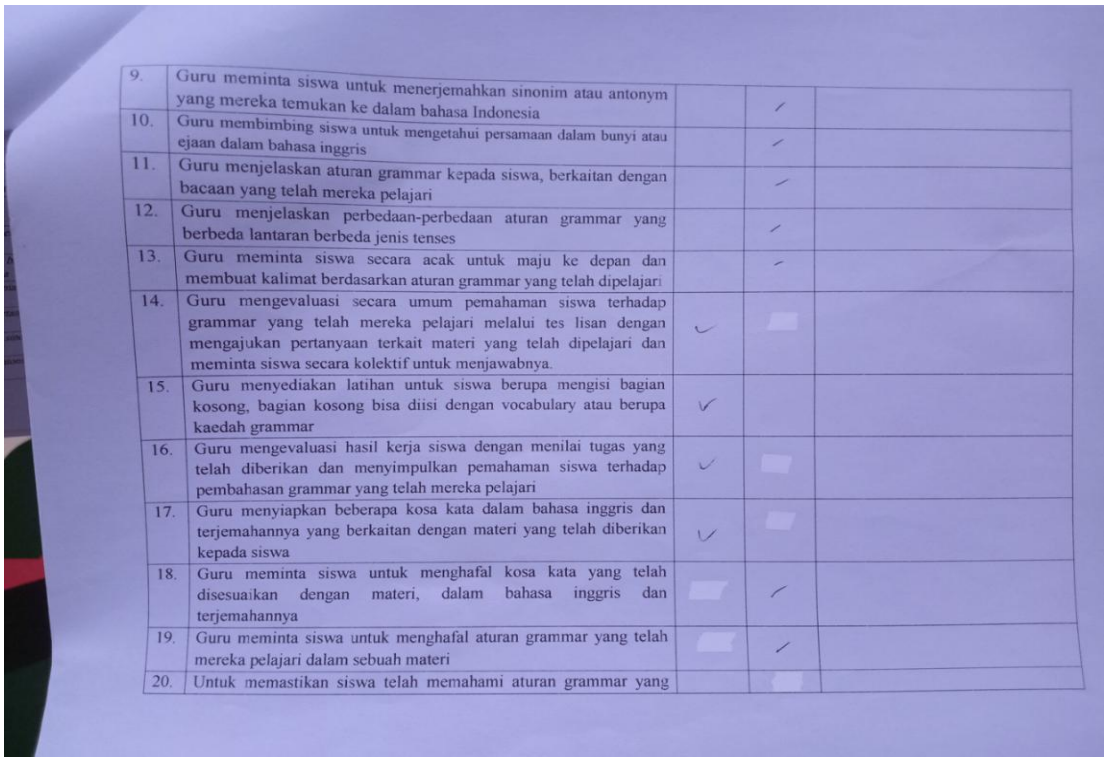
	telah diajarkan, guru meminta siswa untuk membuat kalimat baru sesuai dengan aturan grammar yang telah mereka pelajari menggunakan kosa kata baru dalam bentuk PR (pekerjaan rumah)		✓	
21.	Berdasarkan topik yang ditentukan oleh guru, siswa membuat sebuah bacaan dengan berpedoman kepada kaedah grammar yang telah mereka pelajari		✓	
22.	Guru meminta siswa untuk membacakan karangan yang telah mereka buat dalam bahasa inggris di depan kelas atau di bangku masing-masing		✓	



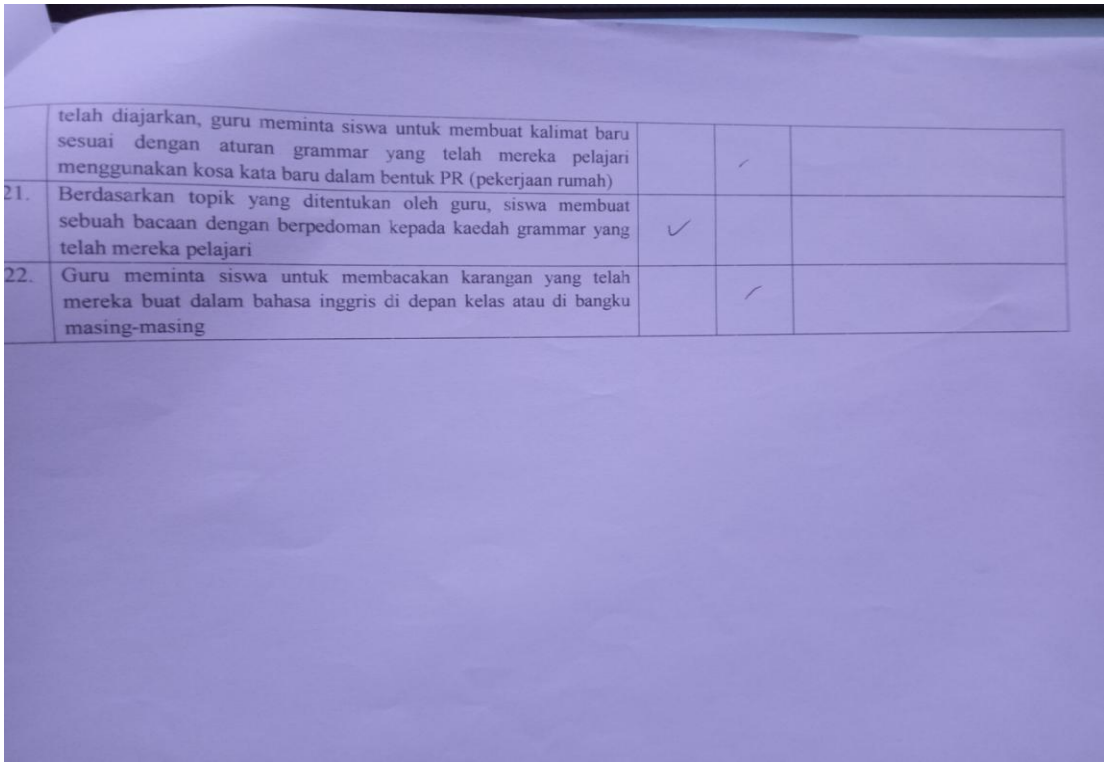
LEMBAR OBSERVASI PENGGUNAAN GRAMMAR TRANSLATION METHOD (GTM) DALAM MENGAJAR BAHASA READING

Guru : Animar Nazar, S.Pd
Pengamat : Ari Hidayat
Kelas : 9.1
Tema/materi : Narative text (The structure of narrative text)
Tanggal pengamatan : 29 mei 2023
Observasi ke- : 2

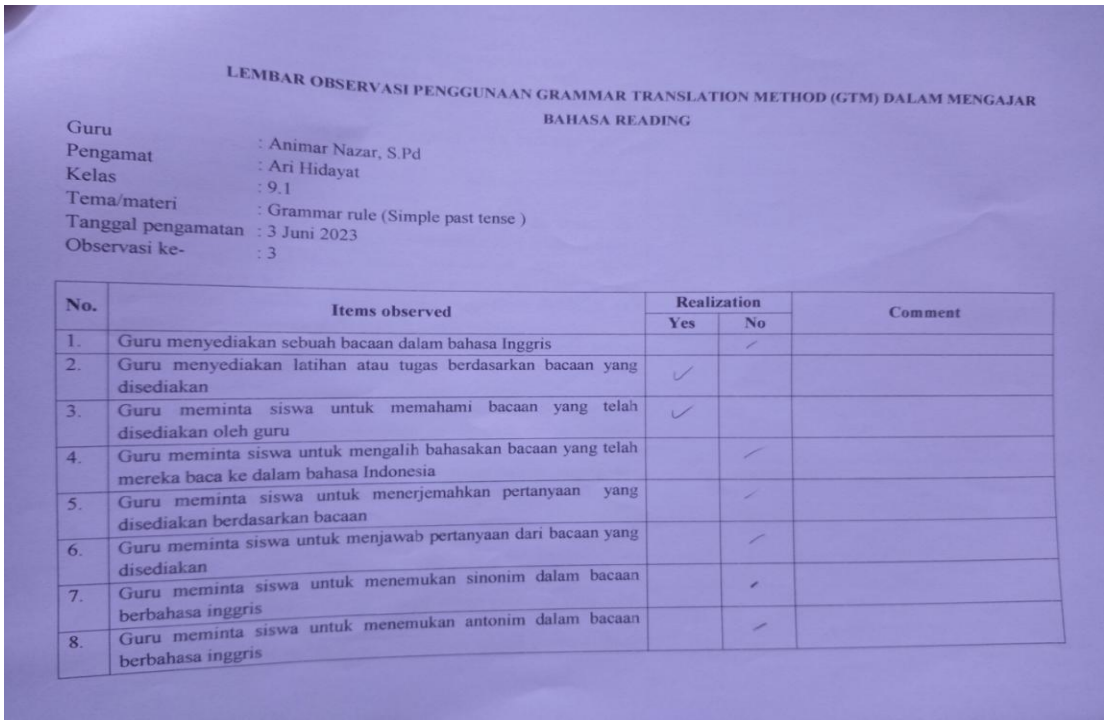
No.	Items observed	Realization		Comment
		Yes	No	
1.	Guru menyediakan sebuah bacaan dalam bahasa Inggris	✓		
2.	Guru menyediakan latihan atau tugas berdasarkan bacaan yang disediakan			
3.	Guru meminta siswa untuk memahami bacaan yang telah disediakan oleh guru	✓		
4.	Guru meminta siswa untuk mengalih bahasakan bacaan yang telah mereka baca ke dalam bahasa Indonesia	✓		
5.	Guru meminta siswa untuk menerjemahkan pertanyaan yang disediakan berdasarkan bacaan		✓	
6.	Guru meminta siswa untuk menjawab pertanyaan dari bacaan yang disediakan		✓	
7.	Guru meminta siswa untuk menemukan sinonim dalam bacaan berbahasa inggris		✓	
8.	Guru meminta siswa untuk menemukan antonim dalam bacaan berbahasa inggris		✓	



9.	Guru meminta siswa untuk menerjemahkan sinonim atau antonym yang mereka temukan ke dalam bahasa Indonesia		✓	
10.	Guru membimbing siswa untuk mengetahui persamaan dalam bunyi atau ejaan dalam bahasa inggris		✓	
11.	Guru menjelaskan aturan grammar kepada siswa, berkaitan dengan bacaan yang telah mereka pelajari		✓	
12.	Guru menjelaskan perbedaan-perbedaan aturan grammar yang berbeda lantaran berbeda jenis tenses		✓	
13.	Guru meminta siswa secara acak untuk maju ke depan dan membuat kalimat berdasarkan aturan grammar yang telah dipelajari		✓	
14.	Guru mengevaluasi secara umum pemahaman siswa terhadap grammar yang telah mereka pelajari melalui tes lisan dengan mengajukan pertanyaan terkait materi yang telah dipelajari dan meminta siswa secara kolektif untuk menjawabnya.	✓		
15.	Guru menyediakan latihan untuk siswa berupa mengisi bagian kosong, bagian kosong bisa diisi dengan vocabulary atau berupa kaedah grammar	✓		
16.	Guru mengevaluasi hasil kerja siswa dengan menilai tugas yang telah diberikan dan menyimpulkan pemahaman siswa terhadap pembahasan grammar yang telah mereka pelajari	✓		
17.	Guru menyiapkan beberapa kosa kata dalam bahasa inggris dan terjemahannya yang berkaitan dengan materi yang telah diberikan kepada siswa	✓		
18.	Guru meminta siswa untuk menghafal kosa kata yang telah disesuaikan dengan materi, dalam bahasa inggris dan terjemahannya		✓	
19.	Guru meminta siswa untuk menghafal aturan grammar yang telah mereka pelajari dalam sebuah materi		✓	
20.	Untuk memastikan siswa telah memahami aturan grammar yang			



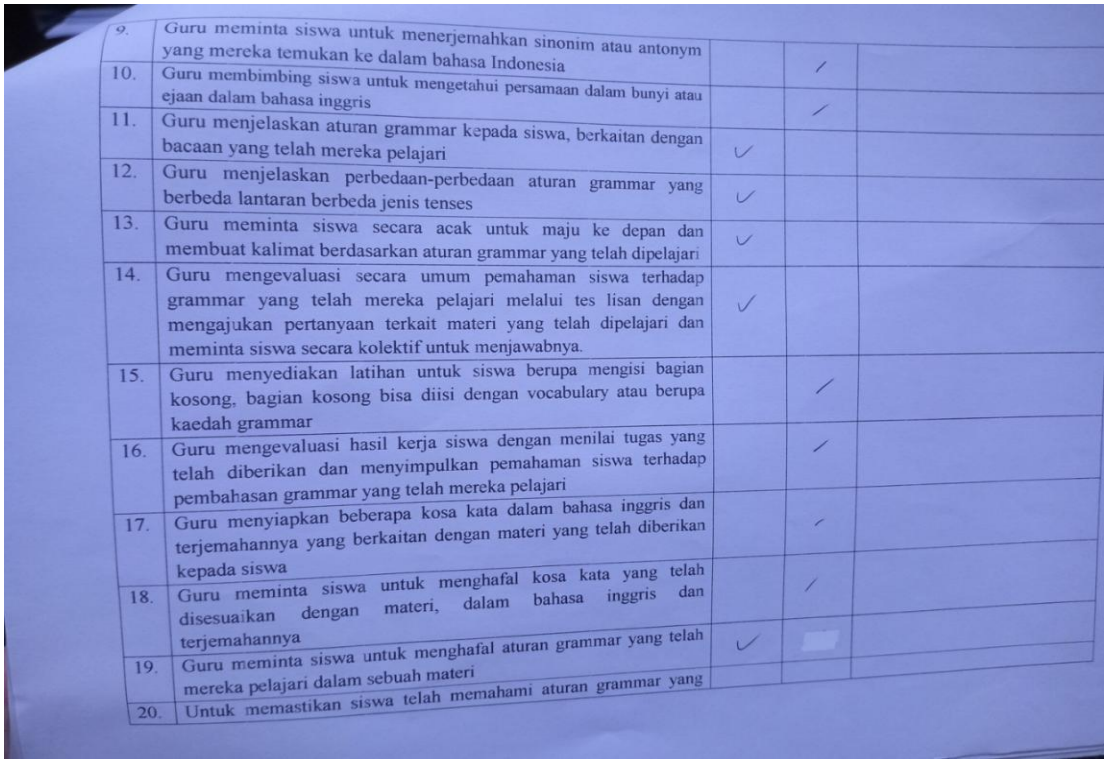
	telah diajarkan, guru meminta siswa untuk membuat kalimat baru sesuai dengan aturan grammar yang telah mereka pelajari menggunakan kosa kata baru dalam bentuk PR (pekerjaan rumah)		✓	
21.	Berdasarkan topik yang ditentukan oleh guru, siswa membuat sebuah bacaan dengan berpedoman kepada kaedah grammar yang telah mereka pelajari	✓		
22.	Guru meminta siswa untuk membacakan karangan yang telah mereka buat dalam bahasa inggris di depan kelas atau di bangku masing-masing		✓	



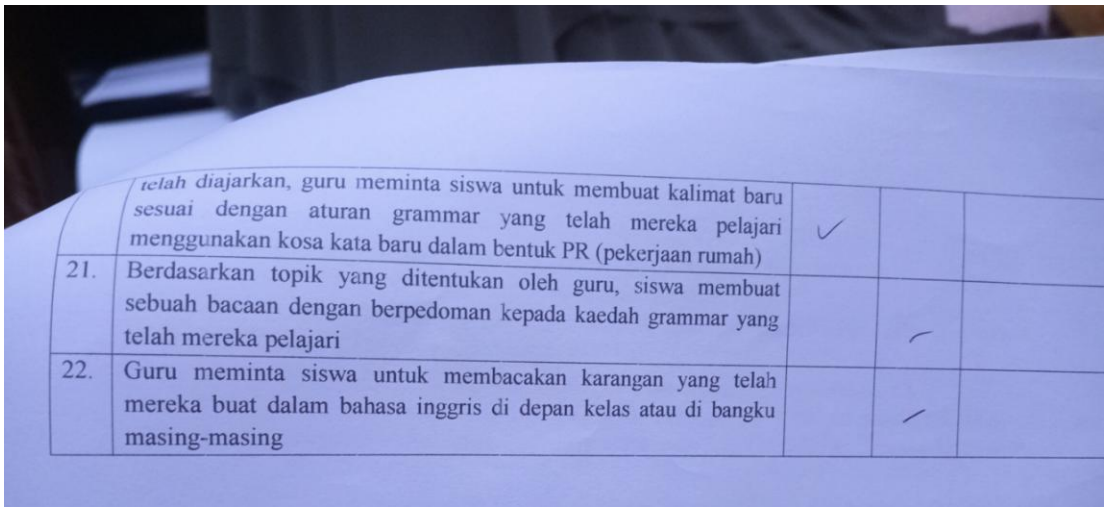
LEMBAR OBSERVASI PENGGUNAAN GRAMMAR TRANSLATION METHOD (GTM) DALAM MENGAJAR BAHASA READING

Guru
Pengamat : Animar Nazar, S.Pd
Kelas : Ari Hidayat
Tema/materi : 9.1
Tanggal pengamatan : Grammar rule (Simple past tense)
Observasi ke- : 3 Juni 2023
: 3

No.	Items observed	Realization		Comment
		Yes	No	
1.	Guru menyediakan sebuah bacaan dalam bahasa Inggris		✓	
2.	Guru menyediakan latihan atau tugas berdasarkan bacaan yang disediakan	✓		
3.	Guru meminta siswa untuk memahami bacaan yang telah disediakan oleh guru	✓		
4.	Guru meminta siswa untuk mengalih bahasakan bacaan yang telah mereka baca ke dalam bahasa Indonesia		✓	
5.	Guru meminta siswa untuk menerjemahkan pertanyaan yang disediakan berdasarkan bacaan		✓	
6.	Guru meminta siswa untuk menjawab pertanyaan dari bacaan yang disediakan		✓	
7.	Guru meminta siswa untuk menemukan sinonim dalam bacaan berbahasa inggris		✓	
8.	Guru meminta siswa untuk menemukan antonim dalam bacaan berbahasa inggris		✓	



9.	Guru meminta siswa untuk menerjemahkan sinonim atau antonym yang mereka temukan ke dalam bahasa Indonesia		✓	
10.	Guru membimbing siswa untuk mengetahui persamaan dalam bunyi atau ejaan dalam bahasa inggris		✓	
11.	Guru menjelaskan aturan grammar kepada siswa, berkaitan dengan bacaan yang telah mereka pelajari	✓		
12.	Guru menjelaskan perbedaan-perbedaan aturan grammar yang berbeda lantaran berbeda jenis tenses	✓		
13.	Guru meminta siswa secara acak untuk maju ke depan dan membuat kalimat berdasarkan aturan grammar yang telah dipelajari	✓		
14.	Guru mengevaluasi secara umum pemahaman siswa terhadap grammar yang telah mereka pelajari melalui tes lisan dengan mengajukan pertanyaan terkait materi yang telah dipelajari dan meminta siswa secara kolektif untuk menjawabnya.	✓		
15.	Guru menyediakan latihan untuk siswa berupa mengisi bagian kosong, bagian kosong bisa diisi dengan vocabulary atau berupa kaedah grammar		✓	
16.	Guru mengevaluasi hasil kerja siswa dengan menilai tugas yang telah diberikan dan menyimpulkan pemahaman siswa terhadap pembahasan grammar yang telah mereka pelajari		✓	
17.	Guru menyiapkan beberapa kosa kata dalam bahasa inggris dan terjemahannya yang berkaitan dengan materi yang telah diberikan kepada siswa		✓	
18.	Guru meminta siswa untuk menghafal kosa kata yang telah disesuaikan dengan materi, dalam bahasa inggris dan terjemahannya		✓	
19.	Guru meminta siswa untuk menghafal aturan grammar yang telah mereka pelajari dalam sebuah materi	✓		
20.	Untuk memastikan siswa telah memahami aturan grammar yang			



	telah diajarkan, guru meminta siswa untuk membuat kalimat baru sesuai dengan aturan grammar yang telah mereka pelajari menggunakan kosa kata baru dalam bentuk PR (pekerjaan rumah)	✓	
21.	Berdasarkan topik yang ditentukan oleh guru, siswa membuat sebuah bacaan dengan berpedoman kepada kaedah grammar yang telah mereka pelajari		✓
22.	Guru meminta siswa untuk membacakan karangan yang telah mereka buat dalam bahasa inggris di depan kelas atau di bangku masing-masing		✓

These three meetings can be concluded as follow:

No.	The procedures of GTM	Items observed	Realization		
			1st meeting	2nd meeting	3rd meeting
1.	Translating a literary passage	The teacher provides the passage in English	Yes	Yes	No
		The teacher provides the task and assignment based on the given passage	Yes	No	Yes
		The teacher asks the students to comprehend the given passage	Yes	Yes	No
		The teacher asks the students to translate the passage they read into Bahasa	Yes	Yes	No

2.	Reading comprehension questions	The teacher asks the students to translate the questions they read into Bahasa	No	No	No
		The teacher asks the students to answer the given questions	Yes	No	No
3.	Finding antonyms/synonyms	The teacher asks the students to find out the synonym in the English-given passage	No	No	No
		The teacher asks the students to find out the antonym in the English-given passage	No	No	No
		The teacher asks the students to translate the synonym and antonym they find into Bahasa	No	No	No
4	Recognizing cognates	The teacher guides students to find out similarities in sound or spelling in English	No	No	No
5.	Deductive application of the Grammar rules	The teacher explains the grammar rule to the students related to the given passage they learned	No	No	Yes

		The teacher explain the different grammar rules because of the different tenses used in sentences	No	No	Yes
		The teacher asks the students randomly to come in front of the class and make a sentence based on the grammar rules they learned	No	No	Yes
		Teachers generally evaluate students' comprehension of grammar they learned by giving the verbal assignment by asking them some questions about the material they learned	No	Yes	Yes
6.	Fill in the blanks	The teacher asks the students to fill in the blank with a suitable answer based on the grammar rules they learned	Yes	No	No
		Teacher evaluate the students' task by checking their work	Yes	No	No

		The teacher maps and concludes students' understanding of the grammar discussion they have learned	No	Yes	Yes
7.	Memorizing the vocabulary	The teacher prepares some vocabulary in English and its translation related to the material that has been given to students	Yes	Yes	No
		The teacher asks students to memorize vocabulary that has been adapted to the material, in English and its translation	No	No	No
		The teacher asks students to memorize the grammar rules they have learned in a material	No	No	Yes
8.	Using words in sentences	To ensure students understand the grammar rules that have been taught, the teacher asks students to make new sentences according to the grammar rules	No	No	Yes

		they have learned using new vocabulary as their homework			
9.	Composition	Based on the topic determined by the teacher, students make a reading based on the grammar rules they have learned	No	Yes	No
		The teacher asks students to read the essays they have made in English in front of the class or on their respective benches	No	No	No

APPENDIX 4: INTERVIEW GUIDELINE AND INTERVIEW QUESTION

INTERVIEW GUIDELINE

Variable	Indicators	Item	Number
Using GTM in Teaching Reading	Teacher's understanding about GTM	4	1, 3
	Teacher's comprehension about what to do in implementing GTM in reading	4	2, 10, 11, 12
	The techniques of GTM done by teacher	7	4, 5, 6, 7, 8, 9,

Interview questions for the teacher:

1. Materi apa saja yang cocok menggunakan GTM menurut ibu?
2. Apakah ibu menyediakan bacaan yang bisa diakses oleh siswa selama belajar reading?
3. Bagaimana pendapat ibu tentang penggunaan GTM di kelas?
4. Apakah ada langkah yang sengaja ibu lewati? Jika ada tolong berikan alasan!
5. Setelah melakukan observasi sebanyak 3 kali, ibu tidak pernah meminta anak untuk menghafal beberapa kosa kata sulit di rumah, apakah menurut ibu cukup bagi anak untuk menguasai vocabulary hanya dengan memperkenalkan vocabulary ketika belajar?
6. Menurut ibu, apakah menemukan sinonim dan antonim cukup bagus untuk meningkatkan kosa kata anak sehingga anak lebih mudah dalam belajar reading? Lalu kenapa ibu tidak meminta anak untuk menemukannya dalam tesk the lion?
7. Menurut ibu, apakah pengenalan perbedaan bunyi dan ejaan selama belajar narrative text ini perlu diajarkan kepada siswa?
8. Berdasarkan tiga kali observasi ini, langkah GTM yang ibu gunakan berbeda-beda (tidak ada satu pertemuan yang bisa memenuhi semua langkah GTM), apakah alasannya bu?
9. Apakah ibu berencana menggunakan GTM di materi yang lain? Tolong berikan alasan ibu.
10. Apakah bentuk evaluasi dan assesmen yang ibu berikan untuk mengukur kemampuan siswa setelah belajar menggunakan GTM?

11. Apakah standar yang ibu gunakan untuk mengetahui bahwa penerapan GTM ini memberikan dampak yang bagus untuk siswa?
12. Apakah hal yang paling penting menurut ibu untuk keberhasilan penerapan GTM untuk pelajaran reading?

APPENDIX 5: TRANSKRIP OF INTERVIEW

Researcher : *Assalamualaikum* Buk. Bagaimana kabarnya Buk? Alhamdulillah Ari sudah selesai melakukan observasi sekarang terkait observasi kemarin Ari ingin melengkapi data untuk penelitian berupa wawancara yang kurang diobservasi dilengkapi pada saat sekarang ini. Kita mulai saja ya Buk?

The teacher : Ya, silahkan!

Researcher : Oh berarti descriptive, narative ya Buk, apa saja selain itu materi yang cocok buat GTM?

The teacher : Yang berhubungan dengan teks kalau untuk kelas 9 itu memakai text procedure, text recount.

Researcher : Apakah ibu menyediakan bacaan yang bisa diakses oleh siswa selama belajar reading?

The teacher : Memang harus diakses. Biasanya menyuruh siswa megaksesnya ke internet, atau mencari bacaan di pustaka yang behubungan dengan narrative kah dia atau recount.

Researcher : Bagaimana pendapat Ibu tentang penggunaan GTM di kelas?

The teacher : Sangat membantu, karena selain dalam penggunaan pembacaannya berarti siswa harus mengerti tentang grammarnya.

Researcher : Kenapa Ibu tidak pernah meminta siswa untuk berdiri ke depan membacakan kembali tugas yang ditulis siswa? dan bagaimana sistem penilaiannya?

The teacher : Di saat pemberian tugas tersebut karena mungkin ada beberapa siswa yang merasa belum mampu untuk menjawab atau mungkin beberapa siswa mungkin malu dengan temannya sehingga mereka malu untuk mengerjakan tugas dan ke depan.

Researcher : Apa saja langkah-langkah yang ibu terapkan di kelas?

The teacher : Disuruh siswa mencatat di papan tulis kata-kata sulitnya, nanti disuruh siswa mencari artinya menggunakan kamus nanti sama-sama

membetulkan pronaunciation nya, setelah itu dalam bacaan tersebut baru dicari apakah termasuk grammar yang mana ini dari bacaan tersebut.

Researcher : Apakah ada langkah yang sengaja ibu lewati jika ada tolong diberikan alasannya?

The teacher : Ada beberapa karena kita mencari supaya siswa itu lebih paham, lebih paham dengan teks atau grammar yang diajarkan. Pokoknya bagaimana siswa itu paham, jadi kadang-kadang ada langkah-langkah yang disesuaikan.

Researcher : Misalnya buk

The teacher : Misalnya pembacaan teks, dalam membacakan reading seharusnya siswa itu betul-betul fasih kadang disuruh saja sekali atau dua kali bagi siswa yang lain, siswa yang tidak fasih berarti hanya mendengarkan saja dulu nanti dilakukan pengulangan disaat terakhir.

Researcher : Setelah melakukan observasi sebanyak tiga kali Ibu tidak pernah meminta anak untuk menghafal beberapa kosakata sulit di rumah. Apakah menurut Ibu cukup bagi anak menguasai vocabulary hanya dengan memperkenalkan vocabulary ketika belajar

The teacher : Tidak, memang anak itu harus menghafalkan sebenarnya mungkin dikatakan menghafalnya itu bukan menghafal di luar kepala saja tapi pemahaman bacaan yang harus mereka lakukan di rumah dengan diberikannya teks berarti siswa di rumah itu selain mencari kata-kata dan artinya sendiri dengan begitu kan mereka sudah menghafal tidak hanya belajar didalam kelas saja

Researcher : Menurut ibuk apakah menemukan synonym atau antonym cukup bagus untuk kosa kata anak sehingga lebih mudah dalam belajar reading? Lalu kenapa Ibu tidak meminta anak untuk menemukannya dalam test ‘the lion’?

The teacher : Emang iya bagus dengan itu bagus menambah kosa kata mereka tapi karena pertemuan pertama disaat itu mungkin waktu tidak cukup, sehingga hanya memberi tugas saja kepada siswa.

Researcher : Menurut Ibuk Apakah pengenalan perbedaan bunyi dan ejaan selama belajar narrative text ini diperlukan untuk diajarkan kepada siswa?

The teacher : Mungkin karena sudah masuk kelas 9, jadi untuk pembelajaran ejaan itu mungkin hanya dikelas 7, kalau dikelas 9 ini kita langsung masuk ke inti pokok permasalahan dalam text tersebut, paling cuman memberi contoh bacaan dan anak mengulangi kembali.

Researcher : Berdasarkan tiga kali observasi ini langkah GTM yang ibuk gunakan berbeda-beda (tidak ada satupun yang memenuhi langkah GTM secara sempurna) apakah alasan nya Buk?

The teacher : Mungkin salah satu alasannya adalah keterbatasan waktu.

Researcher : Apakah bentuk evaluasi dan penilaian untuk mengukur kemampuan siswa setelah belajar menggunakan metode GTM ?

The teacher : Kalau dalam pembelajaran reading memberikan tugas dalam bentuk true false atau menjawab pertanyaan.

Researcher : Apakah standar yang Ibuk gunakan untuk mengetahui bahwa penerapan GTM ini memberikan dampak yang bagus untuk siswa?

The teacher : Kalau menurut Ibuk untuk mengukur kesuksesannya tentang GTM itu seluruh langkah terpenuhi atau paling tidak 90% terpenuhi dan ketika anak kalau diberikan latihan mereka mengerti serta tahu apa yang akan dilakukan dan berdampak juga pada nilai nya kalau seperti itu, itu sukseslah GTM dikelas.

Researcher : Yang terakhir, apakah hal yang paling penting menurut Ibuk untuk keberhasilan penerapan grammar translate method ini untuk pengajaran reading?

The teacher : Mungkin hal yang paling penting itu adalah memberikan teks yang dipahami siswa setelah itu diberi penjelasan tentang grammar yang digunakan dalam teks tersebut, mungkin itu hal penting yang harus diketahui siswa.

APPENDIX 6: SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-1622/Un.26.1/PP.07/04/2023 Bukittinggi, 06 April 2023
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ARI HIDAYAT**
NIM	:	**2317089**
Semester	:	12
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***THE TEACHER'S METHOD IN TEACHING ENGLISH AT THE 9th GRADE STUDENTS OF SMPN 2 TANJUNG RAYA***
Lokasi Penelitian	:	SMPN 2 Tanjung Raya
Waktu	:	April 2023 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

APPENDIX 7: SURAT TELAH MENYELESAIKAN PENELITIAN

PEMERINTAH KABUPATEN AGAM
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 TANJUNG RAYA
PASA RABAA KOTO KACIAK KECAMATAN TANJUNG RAYA

SURAT KETERANGAN
Nomor : 423/188/SMPNN 2 Tanjung Raya/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Tanjung Raya menerangkan dengan sebenarnya bahwa yang tersebut dibawah ini :

NAMA	: ARI HIDAYAT
NIM	: 2317089
FAKULTAS	: TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI	: PENDIDIKAN BAHASA INGGIRS
KAMPUS	: UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL JAMBEK BUKITTINGGI

Yang namanya tersebut diatas telah melakukan penelitian di SMP Negeri 2 Tanjung Raya, dengan judul :
" The teacher's method in teaching english at the 9th grade student of SMPN 2 Tanjung Raya ".

Demikianlah surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Koto Kaciak, 6 Juni 2023
Kepala

SULASTRI, S.Pd
197 20408 200312 2 001

APPENDIX 8: SK PEMBIMBING

APPENDIX 9: DOCUMENTATION



















