**THE APPLICATION OF G RAMMAR TRANSLATION METHOD (GTM)**

**IN DARULLUGHOH AL AROBIYYAH DORMITORY**

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***Abstract***

*This research is motivated by observation data using the GTM method to improve student learning outcomes. In conducting this research, the role of the researcher is as the main instrument who is directly involved in the research process with data collection techniques through observation and interviews so that the data collected is truly accurate according to the researcher's needs. Researchers interviewed teachers first to find out the advantages and disadvantages of the GTM method. Then the researcher made observations in the classroom while the teacher was teaching and at the end of the learning process the researcher gave an instrument in the form of a questionnaire. The results show that the GTM method is very suitable for learning activities in this class and is able to improve student learning outcomes.*

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1. **INTRODUCTION**

Grammar Translation Method is a foreign language teaching method that analyzes grammatical rules. This method was popularly used in the 20s and 30s to teach reading texts and increase the vocabulary of foreign language learners. GTM is mainly used to learn grammar, translate a foreign language into the speaker's language or vice versa, and memorize vocabulary, but it also focuses on developing language learners' discipline to improve reading skills and grammar comprehension (Asl, Esmaeil Heydari, et al, 2015).

So far, GTM has been considered effective in learning the reading and writing aspects of foreign languages, but the effectiveness of GTM in learning BIPA, especially in the reading and writing aspects, is not yet known. Grammar Translation Method is a foreign language teaching method that analyzes grammatical rules. This method was popularly used in the 20s and 30s to teach reading texts and increase the vocabulary of foreign language learners. GTM is mainly used to learn grammar, translate a foreign language into the speaker's language or vice versa, and memorize vocabulary, but it also focuses on developing the discipline of language learners to improve reading skills and grammar comprehension (Asl, E

mail Heydari, et al, 2015).

1. **RESEARCH METHODOLOGY**

This research is qualitative research which is limited to discussing the effectiveness of implementing GTM in aspects of learning to read and write. To collect data, the author used a direct interview instrument. Interviews as emphasized by Lexy J. Moleong (2009:186) are conversations with a specific purpose. This conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions asked.

Interviews are useful data collection in this research, because the information obtained can be more in-depth because researchers have wider opportunities to further develop the information obtained from informants and through interview instruments researchers have the opportunity to understand how the GTM method is applied in this research. student learning process.

1. **RESEARCH FINDINGS AND DISCUSSION**
2. **RESEARCH FINDINGS**

This research was carried out at Darulugoh AL-Arobiyah and focused on the application of the Arabic Grammar Translation learning method for Arabic language courses at the Darussalam Islamic boarding school Blokagung Banyuwangi. Learning activities include looking, asking, collecting data, associating, and communicating. The teacher presents the reading text in this observation. Some students are asked to read the text, while others observe the reading. This video content is offered in order to increase students' abilities, interest and motivation. Students are sometimes asked to watch interesting texts or conversations. The teacher has provided several explanations and examples of content in connection with these assignments. It has been noted that teachers continue to utilize the first language to communicate content to students, despite limitations in vocabulary acquisition.

After the viewing activity, students are asked to ask several questions about the text they have read. In fact, many students find it difficult to ask questions due to their lack of language skills and sentence structure. Teachers provide motivation and encouragement to activate, motivate and support students' competence and talent in asking questions. Some questions lack structure, but their purpose is still understandable. Other students are expected to provide appropriate responses to the question. Teachers use first language to solve problems but still refuse to speak mother tongue.

After the questioning activity, students are divided into several groups and asked questions about the reading text. The activity ends by searching for information in the textbook and discussing what is found. The use of a dictionary is very important in helping students do their assignments. They look for challenging terminology or phrases in texts or reading activities. Additionally, students can improve their understanding of utilizing words in phrases, check the spelling of words, improve pronunciation, and improve reading comprehension.

After the information gathering phase, the associating phase involves a process of analysis and synthesis. To reach a conclusion, students in this phase build interpretations and arguments based on the information they obtain, synthesizing various kinds of information and arguments. The instructor acts as a motivator and counselor. As a counselor, the instructor makes the class comfortable for students by accompanying and paying attention to them; As a result, students can be more fully involved in the learning process. Additionally, instructors inspire students by offering support, utilizing engaging teaching materials, and fostering friendly competition.

During the communication phase, students are asked to give written and oral presentations of their observations and conclusions. The teacher presents learning outcomes—the product of learning activities—to the class and evaluates them. Students are asked to look at examples of written text related to the subject matter as part of the writing assignment. The instructor gives students the opportunity to ask questions based on knowledge or details they have learned from watching. Students asked several questions about the material, especially regarding unclear and additional information. Only a few students actively ask and answer questions, and the rest continue to feel insecure and doubtful. The instructor asks each student to complete an assignment, which includes several individual questions about the course material. Reading textbooks, student worksheets, and dictionaries were used to collect data.

This task must be completed by students using form sentences related to the lesson material. In this activity, the instructor guides students in the capacity of a counselor. Based on observations and interviews with teachers and other students, it is still found that creating well-structured sentences and using the right terminology is a challenge. Teachers recommend using dictionaries to help students overcome their problems. The teacher then instructs each group represented by one or two students to write or provide the solution orally on the blackboard. The teacher marks the end of the lesson by writing something on the blackboard. Sometimes, the teacher asks the class to translate sentences from Arabic into Indonesian.

The formula, such as the Simple Present Tense formula, is introduced along with an explanation of its use and purpose. Students are required to memorize the role of tense. Before assigning certain sentences to be translated and correcting students' mistakes, the teacher also provides example sentences and translations. In addition, basic reading for the translation is sometimes included beforehand.

1. **DISCUSSION**

The main learning activities are observation, asking questions, data collection, Setiyadi, Bambang. 2006. Research Methods for Foreign Language Teaching. Yogyakarta: Graha Ilmu. association, and communication. Students are required to observe texts related to the material, ask and answer questions related to activities, complete assignments independently, and communicate assignments through written and oral presentations. The teacher provides some explanations, guidance, and motivation in the target language because he wants to increase students' interest and encourage them to acquire a lot of vocabulary through various sources and often practice making sentences in good English.

Students still have difficulty forming appropriate sentences, including the correct use of terminology and sentence structure. Therefore, professors guide the students' learning process, explain the material in their own language, and motivate students to form sentences. Teachers also recommend using dictionaries to help students who have difficulty completing assignments.

Teachers act as motivators and counselors in the learning process. Teachers inspire their students by offering support, utilizing engaging teaching materials, and fostering a cooperative learning environment. Additionally, instructors create a comfortable learning environment, which helps students learn to work well together. When given the freedom to express themselves in both their first and target languages, this setting can help students feel more confident in learning the language.

1. **CONCLUSION**

Teachers at the Darulugoh Al-Arobiyah course still apply the Grammar Translation Method in the learning process. This strategy is used to teach reading and writing by combining actions such as observing, asking, collecting data, associating, and communicating. Challenge students in choosing acceptable language and constructing sentences in good grammar. Teachers use the dominant language first in presenting content, motivating students, and guiding task completion in the learning process. The teacher aims to increase students' interest and encouragement to learn lots of vocabulary from various sources and practice producing good English sentences. Related to the objectives of the Grammar Translation Method, teachers require students to remember grammar rules and vocabulary to build reading and writing skills.

Next, the teacher carries out activities related to this method technique, which include teaching grammatical principles demonstrated through examples, asking students to remember rules, and correcting students' mistakes. Based on research findings and discussions, the challenges experienced by students who use appropriate vocabulary and compose sentences in good grammar and then apply grammatical translation methods are still very important to expand students' knowledge and skills mostly in reading and writing. Grammar Translation, although an old approach, is still used in Darulugoh Al-Arobiyah courses. This strategy is still considered superior to good English language learning development strategies.

1. **REFERENCE**

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