

# THE PERCEPTION OF SEVENTH GRADERS STUDENTS AT 32 JUNIOR HIGH SCHOOL IN SEMARANG TOWARDS THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD

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## Abstract

This type of research is descriptive qualitative research. The research instrument is a questionnaire, triangulation of data source with interviews. The subjects of this study were 16 seventh grade students from 32 junior high schools in Semarang. The purpose of this study was to find out how the opinion of grade 7 students on the application of grammar and translation methods at SMP Negeri 32 in Semarang, to find out what obstacles occurred when learning using the grammar and translation method, and to find out students' opinions about the application of the use of grammar and translation methods.in learning English. The results of this study indicate that the application of grammar and translation methods is done by providing material through a pdf file about basic grammar, then for teaching translation, students are asked to translate sentences through descriptive essays that they make themselves, about the environment. And their classmates. The results of this study indicate that the teacher has successfully applied the grammar method. Some children said it was effective to use grammar and translation methods because they enjoyed learning English with these methods. However, there are some children who cannot use this method, because they do not like the lesson.

**Keywords:** Education, Grammar Translation Method, Foreign language, English Learning, Junior High Schools.

## INTRODUCTION

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education often takes place under the guidance of others, but it is also possible to be self-taught. Education plays a very important role for Indonesia,

without a well-planned education, it will have a bad influence on every individual in the country, of course, this will also affect the quality of the country itself. Education in Indonesia is diverse, there are language skills, arts and skills, mathematics, religion, natural knowledge, and so on.

Education is also related to technology. One of the effects of technological development is also felt by children; it helps children and teachers in carrying out teaching and learning activities. One of the technological advances is in the field of language, namely English. English is a Germanic language that was first spoken in England in the Early Middle Ages and is today the most commonly spoken language worldwide. English is an international language that is used in various countries today. Therefore, English education is also very important because it is for future needs.

In today's era, the English Language is very important. As an international language, it is also important for some levels of education. However, many junior high school students do not have sufficient knowledge of learning English.

In English lessons, the teacher usually uses several methods or commonly called the method. English cannot be taught without using a teaching method. According to (Khadijeh & Amir, 2013) teaching and learning methods can be interpreted as ways that are carried out to convey or impart knowledge to students, or children through a teaching and learning activity, both at school, home, campus, cottage, and others. The method is "a procedure, technique, or step to do something, especially to achieve a certain goal.

One of the methods used in the teaching and learning process of English is the Grammar-Translation method which is a method of teaching Ancient Greek and Latin. By mastering grammar, we can understand and present ideas to the audience properly and correctly. Writing and speaking grammatically correct can build personal credibility. In the world of work, we will be people who are "wanted" because of a good reputation in English. And one of the benefits of learning translation material is increasing vocabulary, and students are also able to translate Indonesian sentences into English.

In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences from the target language into the native language and vice versa. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language; and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 16th century, students learned Latin for communication, but after the language died out it

was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings. This Grammar Translation Method can be used to help students learn English at the junior high school level.

The Grammar Translation Method is suitable for junior high school students because this method is the most frequently used in teaching English, and the language taught is in the mother tongue. In this case, students are also asked to memorize vocabulary.

### The Objectives of the Study

The objectives of the study are:

1. To find out how the application Grammar-Translation Method in English learning for class VII students at SMPN 32 Semarang.
2. To find out what obstacles students face in English learning using the Grammar-Translation method.
3. To find out the Students Perception of seventh graders at 32 Junior high schools in Semarang towards the implementation of Grammar Translation Method based on the data that researchers have obtained.

### **METHODOLOGY**

Judging from the type of data, the research approach used in this research is qualitative. The type of qualitative descriptive research used in this study intended to obtain information on how the student perception of seventh graders at 32 junior high school in Semarang towards the Implementation of Grammar Translation Method. The subjects in this study were seventh-grade students from SMPN 32 Semarang. In this study, the researchers used 16 students from SMPN 32 using the initials: MA,RO,NJ,RM,NV,MH,NK,TF,AK,SH,AA, VJ, GW, MR, MM, RS. The qualitative data studied are usually in the form of sentences, the results of interviews, to field studies. Several qualitative data collection techniques are commonly used, namely interviews, observations, and focus discussion groups. But in this study, the author uses a questionnaire and Triangulation with interview. And my steps to analyze the data descriptively are:

1. Give questionnaires to 16 students of seventh-grade SMPN 32 Semarang.
2. After data from 16 students were collected, I reduced the data by analyzing, sharpening, categorizing, and removing unnecessary so that conclusions could be drawn about the purpose of this research.

3. Presenting the data displayed in the form a test from the rubric and label and from questionnaire and triangulation with interview the author using the coding.

And this is the Table of Rubric Score of Test

Number of Question	Score	Assesment Criteria
1	50	-students answer the questions correctly
	25	-student answered but wrong
2.	50	-Students answer the question correctly
	25	- Student answered but wrong

4. Conduct conclusions and verification, carried out by reducing data that still refers to the purpose of the analysis to be achieved. Aims to find the meaning of the data collected by looking for relationships, similarities, or conclude to answers to existing problems.

## **RESULT AND DISCUSSION**

The Result of the analysis are the answer to the researcher problems presented in chapter one. The research question is as follows:

1. How is the Grammar Translation Method implemented in English learning for seventh graders in SMPN 32 Semarang?
2. What are the problems encountered by the students in English learning using the Grammar Translation Method in SMPN 32 Semarang?
3. How the student perception of seventh graders at 32 junior high school in Semarang towards the Implementation of Grammar Translation Method?

### **1. The Implementation of Grammar Translation Method**

Question :

How is the implementation of teaching and learning activities in English towards the method of grammar and translation at SMPN 32 Semarang, is it difficult or not?

**Table 1. The implementation of Grammar Translation Method**

No.	Coding	Tottally of student
1.	Easy	10
2.	Normally	3
3.	Difficult	3

Based on the results of the questionnaire and discussion, 10 student say easy, 3 student say Normally and 3 student say Difficult and the implementation of grammar and translation methods in English Learning for Seventh Graders of 32 Junior High Schools in Semarang is done by providing material through a pdf file, then explaining it in front of the class. Then when doing the translation, vocabulary is taught through antonyms or synonyms given through the material. If there is a vocabulary that has not been understood, students are allowed to ask questions directly and then the teacher answers them. Sometimes students are also told to use google translate. Another way in learning English using grammar and translation methods is that students are asked to make free essays in Indonesian that describe the school environment, friends, and things around them.

**2. The problems encountered by the students in English learning using the Grammar Translation Method in SMPN 32 Semarang.**

Question :

Are there any problems when learning English in seventh grade at SMP 32?

**Table 2 .Table of The problem encountered by the student**

No.	Coding	Tottally of Student
1.	Have a problem	5
2.	Don't have a problem	11

Based on result of questionnaire and triangulation with interview, 5 student say have a problem, and 11 student say don't have a problem.

The problems encountered by the students in English learning using the Grammar Translation Method in SMPN 32 Semarang are; the grammar material taught is

changed every word with they use and makes them confused, in delivering the material, their English teacher is still not clear in explaining, the delivery is still stuttering, and they are new know English in seventh grade, can't see the material on the blackboard, there are students who don't come in during English lessons so they miss lessons.

### 3. The Student Perception about learning English at 32 junior High School in Semarang.

Question :

Is learning English in the seventh grade of SMP 32 fun?

**Table 3. Table of Student Perception learning English**

No.	Coding	Tottally of Student
1.	Pleasant	10
2.	Pretty Fun	3
3.	Not Fun	3

Based on result of Questionnaire and Focus Discussion Group 10 student say Pleasant, 3 Student say Pretty Fun, and 3 Student say not fun.

Students feel happy to learn English with the material being taught. It's just that they sometimes don't understand the lesson because in teaching, the teacher stutters. And students like English lessons a lot because they can learn new things, but there are students who don't like language lessons English because they are bored and find it difficult to learn.

**Table 4 . The Result of Small Test**

No.	Initial of Student	Score	Label
1.	AA	100	Very Good
2.	NJ	75	Good
3.	MM	75	Good
4.	GW	100	Very Good
5.	MH	75	Good

6.	TF	100	Very good
7.	SH	100	Very good
8.	RS	100	Very Good
9.	MA	75	Good
10.	VJ	100	Very good
11.	RM	75	Good
12.	RO	100	Very Good

#### Discussion about result of Small Test

1. AA, for basic grammar questions, AA answered with the right words, and the translation was correct.(Score 100, Very Good)
2. NJ, for basic grammar questions, NJ filled in the wrong words, but the translation was correct.(Score 75,Good)
3. MM, for basic grammar question, MM filled in the wrong words, and the translation was correct(Score 75,Good)
4. GW, for the basic grammar question, GW answered with the right words, and the translation was correct.(Score 100,Very Good)
5. MH, for the basic grammar question, MH filled in the wrong words, but the translation was correct.(Score 75, Good)
6. TF, for the basic grammar question, TF answered with the right words, and for translation was correct.(Score 100,Very Good)
7. SH, for the basic grammar question, SH answered with the right words, and the translation was correct.(Score 100,Very Good)
8. RS, for the basic grammar question, RS answered with the right words, and for translation also correct.(Score 100,Very Good)
9. MA, for the basic grammar question answered with the right words, and for the translation is not correct.(Score 75, Good)
10. VJ, for the basic grammar question answered with the wrong word, but the translation was correct.(Score 100,Very Good)

11. RM, for the basic grammar-translation question answered with the wrong words, but the translation was correct.(Score 75, Good)

12. RO, for the basic grammar-translation question answered with the right words, and for translation also correct.(Score 100,Very Good)

so the application of teaching and learning English at SMPN 32 went well, as evidenced by the test results obtained.

The conclusions in chapter 4 are based on the results of the findings and discussion, in the implementation of English learning, 10 children stated it was easy, 3 children stated normal, 3 children stated it was difficult. For translation, students are given vocabulary through antonyms or synonyms, and students are asked to translate descriptive paragraphs that they make themselves with the theme of the environment or classmates. Problems in learning English in seventh grade of SMPN 32 stated that 5 children had problems, and 11 children did not. The problems were varied, namely that some did not come during class, students did not like English lessons and students did not see writing on the blackboard. The views of seventh graders on the implementation of English were 10 children said it was fun, 3 children said it was enough and 3 children said unpleasant. The child who expressed regret win because they enjoy learning English in their class, but children who state that it is not fun because they don't like English lessons in their class and have only learned it in seventh grade.

## **CONCLUSION**

1.The implementation of the Grammar-Translation Method in English Learning for seventh graders in 32 Junior High schools in Semarang

Based on the results of the questionnaire and discussion, it can be concluded that the implementation of learning English using grammar and translation methods is by means of, the teacher providing material about basic grammar through a pdf file, then sending it to the students, after sending the material, students are asked to study it. For basic grammar questions for seventh graders, based on the results of the discussion, seventh-grade students quite understand the grammar material taught by the teacher, but some children do not understand the problem because they are confused by the use of each word that is changed. The translation material taught by the English teacher at 32 junior high schools in Semarang is by asking the student to make essays about conversations, the environment, or their friends, students are asked to translate from Indonesian into English, and vocabulary is given through synonyms and antonym notes. If students find a new word, students are asked to ask directly to the teacher. Others in teaching English to use grammar and translation methods, by



guessing words or sentences, so that students are interested to listen. And for translation questions, only one child is wrong in translating sentences. This proves that English lessons using grammar and translation methods at SMPN 32 went well and were fun, although there were some children who did not like English lessons using grammar and translation methods.

2. The Problem encountered by the students in English Learning using the Grammar Translation Method in 32 Junior High schools in Semarang.

Based on the results of the questionnaire and discussion the problem encountered by the students in English Learning using the Grammar Translation Method in 32 Junior High schools in Semarang are;

Students are just learning English in seventh grade, confused in changing every word given, in explaining the material the teacher is still unclear and stuttering, there are even children who have visual impairments, and so they cannot see what is being explained. Another problem is that one of the students often doesn't go to school so he misses out on school.

3. The Student Perception on how teacher teach in Classroom

Based on the results of the questionnaire and discussion of the Student Perception of English Learning for seventh graders 32 junior high schools are;

Result of the questionnaire and triangulation with interview

-Based on the results of the study, the student perception on how teacher teach in Classroom

Students feel happy to learn English with the material being taught. It's just that they sometimes don't understand the lesson because in teaching, the teacher stutters. And students like English lessons a lot because they can learn new things, but there are students who don't like language lessons English because they are bored and find it difficult to learn.

### **Suggestion**

Based on the overall results the results of the questionnaire and the discussion, the suggestions that the author can give are;

1. English teachers can improve teaching and learning activities, so that children who do not like English lessons using grammar and translation methods can like them.
2. The English teacher better understands what material will be explained to his students so that the explanation is not stumbling.
3. English teachers pay more attention to their students who have visual impairments.

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