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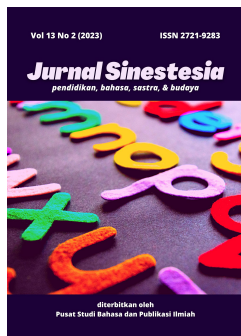
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Abstract

This article attempts to scrutinize the use of the Grammar Translation Method (GTM) as one of the teaching methods in English language teaching for EFL students. In the English language learning and teaching context, applying an appropriate teaching method for each language skill and component is necessary for EFL teachers to help their students achieve their learning goals. The present study utilized a qualitative descriptive approach to explore several important points relating to how the GTM may facilitate EFL learners in learning reading subjects. The data were obtained from previous research findings, and documentation studies, and further analyzed qualitatively. Facilitating students' learning needs will motivate EFL learners to actively participate in their learning activities. Therefore, the present study discusses a brief of GTM, the development of GTM, the purposes of using GTM, the technique of using GTM, the benefit of GTM, and last but not least the implication of GTM for EFL students in learning reading subject in the classroom setting. Finally, some necessary points from the perspectives of GTM are highlighted in the conclusion and suggestion part.

Keywords: *EFL students, EFL teachers, grammar translation method, learning reading*

Introduction

In recent times, English has been increasingly essential in the sphere of education. Many different sorts of textbooks, essays, and other information and science items, for example, have been written in this language and are mostly distributed through printed publications (Elmayantie, 2015). According to Dardjowidjojo in Halim, (1999), the English language is spoken in over 85 percent of science reference books has dominated many parts of life, and become increasingly important in worldwide communication in the global era. As a result, English is taught in Indonesia from the secondary level to the tertiary level of education.

According to Brown (2001), the teaching approach is crucial for effectively teaching English. Several methods may be implemented in the learning and teaching process. One of the teaching methods is the GTM. It is not new. It has gone through several names; however, it has been utilized for many years, and that is why it is also known as the Classical Method as it changed into first applied in teaching the classical languages, Latin and Greek.

The GTM is a foreign language teaching methodology that is according to classical (or traditional) ways of teaching Latin and Greek. Teachers typically demand students to translate entire texts word for word and recall rules of grammar, exceptions, and sets of phrases using this technique. This approach is based on the reading and translation of text (Lestary, 2019). According to Richards, (2006), the GTM is a method of analyzing a language that begins with a detailed examination of its grammar standards and then applies that knowledge to translate sentences and textual information from both the source language (SL) and target language (TL). The GTM is used to learn the target language. It is one of the methods employed by researchers to make English mastery less complicated than the alternative method.

This strategy is designed to help EFL students analyze and appreciate literature written in other languages (Kaharuddin, 2018). Grammatical competence relates to our understanding of a language and our ability to construct sentences in that language. It is widely assumed that by reading target language grammar, EFL students will get more familiar with TL grammar and will be better able to talk and compose in the TL (Afiah, 2018).

Following the logic of the preceding reasoning, teachers and students need to use grammar-translation methods to help them educate and learn about studying comprehension. Sentence translation is one of the encounters utilizing this strategy. Teachers, like translators, should strive to provide as natural-sounding results as feasible. As a result, it seems that translation is a creative endeavor. A translator has a significant duty to promote excellent human knowledge; in this situation, the translator is also a teacher. (Karnain & Widiati, 2021)

Reading is the method of building which implies that from the composed printed content. It is a perplexing ability requiring the coordination of a portion of the interrelated resources of realities. It is a strategy that includes halfway utilization of insignificant language prompts chosen from perceptual information given the readers' assumptions. As this halfway the truth is handled, speculative picks are made to be demonstrated, dismissed, or inconspicuous as understanding advancement (Ozdemir and Aykol, 2019). Reading is not a single skill but rather a collection of skills that contribute to the delight of getting information from the text and sharing the insights of others. He also argues that to understand figurative language, discern the creator's intent, compare the mind expressed and implemented, and compare the thoughts to the state of affairs, one must use facts to create inferences and look at them critically and creatively. Furthermore, there are reading definitions (Elleman & Oslund, 2019)

Reading is one of the most important language skills that may be learned by students to achieve more vocabulary and structure, but there is still a misconception about reading that it is difficult to master or learn. So, the student must have what is known as reading comprehension to comprehend the materials of reading (Muhid *et al.*, 2020). Reading is one of the fundamental abilities of one's abilities inside the language. Learners can check out jargon and structure; be that as it may, there is in any case a discernment about contemplating; reading is difficult to be dominated or found. In the way to do this, the understudy should have what people name it reading understanding an incredible method for perceiving and concentrating on materials (Muhid *et al.,* 2020).

According to Castles, Rastle, & Nation (2018), reading could be beneficial for college students. The greater they study, the better results they will get. The ability of a college to

understand the reading text is impacted by many elements. Some of them are the researchers' information and capacity, situation, educator's mastery, and physiological components such as interest, inspiration, and leisure activity. For some EFL teachers, GTM is still the standard way of teaching English. Harmer (2007), supports the statement by stating that GTM is still relevant for EFL students in learning reading. On the off chance that instructors and learners persistently decipher the language, the L2 isn't utilized all the time for correspondence. To put it another way, the issue of GTM is that it shows learners language yet does not train them how to discuss viably with it. However, students who want to improve their oral communication skills may not be able to fulfill their needs until they have improved (Muhamad, *et al.*, 2021).

Review literature revealed that the use of GTM can facilitate EFL students in learning reading. According to Fatonah (2003), reading is one of the main abilities in a mastering language other than tuning in, talking, and composing. Meanwhile, Freeman (1986), states examining practices in the true language should be taught from the beginning of language direction and the fundamental justification behind learning an obscure tongue is to have the choice to scrutinize its composing. The GTM would empower EFL learners to talk and write in their local tongue more successfully.

The GTM is a beneficial teaching method for EFL students to learn reading. It changed into the perception that students would probably by no means make use of the goal language, but the psychological exercise of learning it would be high quality in any case. Finally, in GTM, the instructor must be able to translate new grammatical items, answer students' inquiries about item meanings, check students' work for grammatical accuracy, and organize translation exercises. Therefore, they are expected to be motivated the learn reading.

The present study attempts to scrutinize the use of GTM as one of the teaching methods in English language teaching for EFL students. To have a comprehending discussion, It initiates with information about a brief of GTM, the development, then describes the GTM purposes. Furthermore, the GTM techniques to be acquired by the EFL students are described thoroughly. Apart from that, the benefit of GTM is also explained. The implication of GTM for EFL students in learning reading is highlighted. Finally, it ends by providing some necessary points from the perspectives of GTM are highlighted in the conclusion and suggestion part.

Method

A qualitative study and descriptive analysis were applied to discuss the use of GTM as one of the teaching methods in English language teaching for EFL students. The data for this study were obtained from previous research findings and related documentation on the GTM and reading skills. Therefore, the present study discusses a brief of GTM, the development of GTM, the purposes of using GTM, the technique of using GTM, the benefit of GTM, and last but not least the implication of GTM for EFL students in learning reading subject in the classroom setting. Finally, some necessary points of learning and teaching reading from the perspectives of GTM are highlighted in the conclusion and suggestion part.

Results and Discussion

A Brief of Grammar Translation Method

GTM was first known in 1840 and used to study Latin and Greek. In the past, this method was often called the "Classical Method" because GTM was often used to study classical Latin and Greek (Ali Fauzi, 2021). The beginnings of what might along these lines be organized and examined to turn into the GTM can be followed back to the center 1500s (McLelland, 2018). Latin was the 'most generally utilized language' all through a ton of Europe by then and it filled in as the language that was used essentially by the educated supreme, similarly just like the language of hypothesis, preparation, religion, and business (Murcia, 2014).

The GTM has been around for a long time in second language instruction, where the name "Grammar-Translation" first arose. The GTM initially debuted in Prussia towards the end of the eighteenth century, with Johann Valentin Meidinger and Johann Christian Frick releasing a French and an English coursebook for secondary school students in 1783 and 1793, respectively (Howatt 2004). The GTM is not a novel teaching method. Although it has gone by numerous names, language educators have been interested in it for a long time. Since it was first used to teach old-style dialects, Latin and Greek, it has been known as the Classical Method.

The GTM, which dates from the late nineteenth and early twentieth century, is one of the most conventional methods of foreign instruction. GTM commonly assumed that the body and mind were separate, and the mind was separated into three parts: desire, emotions, and intellect. They reasoned that desire and emotions would be managed if the intelligence was polished enough. Learning Greek and Roman literature and mathematics was regarded as vital for developing the mental discipline. In other words, the purpose of Latin and Greek instruction was not for students to tell them. The goals were to develop learners' thinking and intellectual skills, as well as to have a general educational and civilizing influence and to improve learners' mothering quality (Esmaeil, 2015).

The Development of Grammar Translation Method

Literature shows that the GTM is one of the most seasoned showing techniques in TEFL proposed by Plotz in (Brian, 2018), and turned out to be extremely well-known during the eighteenth and nineteenth hundred years**.** It stated that mental discipline is crucial to strengthen the power of the mind. The way to do this is through studying classical Greek and Roman literature (Yani, Simpen, & Purnawati, 2021) stated that the GTM was first created in mainland Europe in the 17th century and remained in use until the mid-twentieth century, and this method was first used to learn classical languages like Greek and Latin and translate documents, books, and other publications. In the GTM educating and learning process, the educator's essential obligation is to give appropriate syntactic clarifications and interpretations. To begin with, the instructor clarified the construction of sentences and linguistic standards (Creator, & Savignon, 1991; Abrar, & Thamrin, 2020) and expressed that they reprimanded the Grammar Translation Method since it became uninterested in examining oral relational abilities.

Germain (1993), a professor Emeritus from the University of Quebec at Montreal expressed in his book called Teaching of Languages Beginning in the eighteenth century, the beginning stage for learning a subsequent language moved to an unknown dialect text

isolated into segments, made an interpretation of word for word into the student's language (L1), and joined by linguistic comments. The didactic method of material delivery (grammatical translation into L1) is the same as switching from a deductive to an inductive grammar approach (rules before examples). Inductive learning involves students studying models (textual content in L2) before discovering the rules.

The Grammar Translation Method Purposes

The GTM was utilized to help learners in considering and liking abroad language writing. It trusted that through the assessment of the sentence structure of the objective language, understudies would turn out to be additionally acquainted with the syntax of their local language and that this commonality may assist them in imparting and composing their neighborhood language higher (Soraya, & Fitriyanti, 2011).

The goal of this method in the latter periods is to help students comprehend the written literature of the target languages (Larsen-Freeman, 1986), and to develop students' minds. The advocates believe that the successful means for achieving comprehension is by mastering the structures and vocabulary of the language. Mastery in these linguistic aspects facilitates the student's comprehension and translation. In addition, analyzing the grammatical Structures and other comprehension-gathering processes is believed to enrich students' minds. Reading a foreign language is also thought to provide students with adequate intellectual exercise, allowing them to develop their minds (Swanson & Collett, 2016).

In the earlier centuries, the main use of this method turned into translating the Holy Bible from Greek and Latin to other languages to fulfill the need of the church to unfold Christianity to exclusive-speaking societies. but, after the domination of English as the maximum extensively used language globally, this approach is implemented for teaching English to the audio system of different languages, in the subsequent turn, replacing the Bible's written texts, the substances involved in coaching language with this approach covers the other varieties of literature in formal colleges along with history, literary works, social and cultural texts, and so forth (Rambe, 2016).

Grammar Translation Method Technique

The GTM is a popular teaching method for teaching grammar that focuses on translation and remembering vocabulary. The teacher frequently discusses the content in the local tongue the teaching and learning process and the educator's learning has incorporated these essential targets. Richards and Rodgers (1986), state that the GTM contains different ideas, one of which is that the point of learning an unknown dialect is to understand the written form. This style emphasizes vocabulary and grammar. In addition, students must learn specific patterns and words and be correct in pronunciation.

EFL teachers in the teaching and learning process using the GTM will provide material from the formula or pattern and teach first and then develop into example sentences that match the pattern. Students are required to complete tasks and memorize the patterns or formulas they have learned. In addition, the teachers ask students to read, and then work on questions related to the event with the correct answer. When students do not understand something, they can ask their teachers both in English and their local language (Pryanggita, 2018).

Students improve their capacity to learn English in a GTM-based learning lesson. They likewise figure out how to read and write in the objective language with precision (L2). Utilizing syntactic construction or practicing language capacities, as a rule, should be done in objective language to certify the essential structures that students ought to grow to accomplish the most ideal outcomes (Kurniawan *et al.,* 2021). Since The language structure interpretation strategy makes a specialty of deciphering linguistic structures, retaining jargon, dominating rules, and dissecting formations (Chang, 2011a), along these lines, educators should give a major consideration when utilizing this technique.

The implementation of the GTM should be supported by innovative strategies, media, and teacher-teaching styles adapted to student conditions. In practice, the teachers use a different strategy every day but more often with group work to cooperate. Group work is also used by the teachers in managing the class, considering many students in the class, which causes the class to be not conducive. The teachers' teaching style in the form of giving questions to students is given continuously so that students become more focused on the lesson. In addition, by working on questions constantly, students can memorize the pattern of rules or proper grammar. Learning evaluation is generated from student learning outcomes into the questions given by the teacher. The teachers use the value of these learning outcomes due to students' daily tests (Pryanggita, 2018).

The Benefit of the Grammar Translation Method

Teachers often use GTM because it allows them to convey material, and students understand the learning material more efficiently. In Indonesia's educational context, the GTM method is often used today at either the JHS and SHS level. In the learning and teaching process, Indonesian teachers often translate English into Indonesian and explain grammar and structure comprehensively. In this method, students read, learn, and analyze based on the grammar and design of the English text, and then they translate it. According to Abrar & Thamrin, (2020), some benefits of the GTM namely; 1) this method may help EFL students write better because of analytical thinking and writing factors; 2) the GTM may develop students' reading, writing, and translating in English; 3) it allows students to use first language during the learning process; 4) the GTM forms strong memory of students because they usually relate English words in their memory and easy to apply so that do not require special skills. Meanwhile, Ayu, & Santoso (2021), state that the GTM is one of the most clear procedures that can be utilized to look at and figure out sentences and that show punctuation guidelines to advantage students' ability to speak English as a foreign language.

Implication of GTM for EFL Students in Learning Reading

Despite the numerous different techniques that have been established in English language teaching, some teachers still consider the GTM as a standard approach for teaching English (Setiyadi, 2020). In addition, some view that the GTM may be taught to any language learners at any age and level. The GTM approach can be used as an alternate method to assist students in learning to read English subject. It is possible to assist EFL students in enhancing their English language proficiency by strengthening their effective reading abilities (Swanson, & Collect, 2016).

Teachers may use the GTM technique to help students learn to read in a variety of ways, including translation, reading comprehension, memorizing, and drilling. The students will be instructed to use the following strategy to become more comfortable with reading and

better readers (Hidayati, 2019). Students not only translate the texts but also answer the questions that are provided, for instance, translating material from the target language to English or vice versa. In addition, the teacher may assist the student with sentence drilling.

The GTM can be employed in reading comprehension activities in the teaching and learning of English. When students comprehended the texts, they would respond to the text-related questions, and the questions would be first translated into English. Each topic introduces new vocabulary and sentence patterns that are generally one level harder than the preceding session. Their previous learning materials reflect the new topic, and it confirms the GTM idea of expecting students to recall vocabulary and structures to generate new phrases.

The memorizing of words and sentence patterns will help students to utilize their language more effectively in the future. Sentence drills and activities will allow students to practice using a structure in a variety of ways. Students are required to utilize language fluently, language teachers also desire that students use the language correctly and appropriately (Khairunnisah, 2018).

The EFL learners should have a basic understanding of the English language. Thus, learners need to be familiar with certain vocabularies. Teachers may introduce higher-level concepts of words and structures with the support of their fundamental knowledge (Bahrum, 2020; Yusmalinda, *et al.,* 2020). Having had a variety of reading materials makes it possible for EFL learners to possess knowledge in comprehending the overall structure of an argument of a text by using the GTM. Furthermore, in the classroom reading activities, the GTM can significantly improve EFL students' reading achievement and motivation in learning reading.

Conclusion

Several necessary points to be highlighted concerning the present study are as follows: 1) The use of the GTM, may help EFL learners improve learning motivation, and expedite reading comprehension which in turn enhances their reading skills; 2) Since the GTM method utilizes the translation and mother tongue approaches in teaching and learning reading, the method makes it possible to facilitates learners' difficulties in their learning foreign language, improve their reading rate of comprehension, and absorb the learning material quicklyIn suggestion, please describe your recommendation for further studies regarding your research implication.

Bearing in mind the importance of comprehending reading text, it is suggested that EFL learners be active in practicing reading from any materials given by their teachers and other sources. Meanwhile, EFL teachers to consider the GTM when teaching reading to facilitate learners' difficulties in comprehending the reading text due to low English proficiency level; lack of vocabulary mastery, and sentence structure knowledge of the learners. Thus, EFL teachers need to prepare their students to perform several activities to increase their reading comprehension.

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