

---

## **Students' Perception of Learning Strategy Using Grammar Translation Method in Reading Skill at SMA 2 PGRI Palembang**

*Shinta Agustin<sup>1)</sup>, Yuspar Uzer<sup>2)</sup>, Ferri Hidayad<sup>3)</sup>*

<sup>1</sup> PGRI University of Palembang  
shintaaaa3199@gmail.com

<sup>2</sup> PGRI University of Palembang  
yusparuzer@yahoo.co.id

<sup>3</sup> PGRI University of Palembang  
hidayadfery20@yahoo.com

Received: 19<sup>th</sup>, July 2022| Revised: July 2022| Accepted: 2022  
Email Correspondence: shintaaaa3199@gmail.com

### **Abstract**

People communicate each other by using language. One of the international language used in countries through the world, including Indonesia, English has become one of the subjects taught widely in this archipelago country. In Indonesia English was the first foreign language thought in official learning, starting from elementary schools until as a compulsory subject in high schools and universities. The purpose of this study was to determine and describe students' perceptions of learning strategies using the Grammar Translation Method in reading skills. The research method used in this research was used qualitative methods. The subjects of this study were 34 students of 10<sup>th</sup> grade science class and two English teachers at SMA 2 PGRI Palembang. The results of this study indicate that some students already know what is learning strategy and this method in learning, especially in using the grammar translation method and some students feels motivated in using this method. In addition, teachers also understand what is learning strategies and they also used this method on the learning and teaching process because by using a strategy material can be conveyed properly and made learning process more structured, easy to understand. Using this method also can help achieve the language targets what students want to achieve.

**Keywords:** *Learning strategy, grammar translation method, reading skill, perception, language*

### **1. INTRODUCTION**

People communicate each other by using language. One of the international language used in countries through the world, including Indonesia, English has become one of the subjects taught widely in this archipelago country. Indonesian government supports English as the main foreign language taught in schools, starting as local content in elementary schools until as a compulsory subject in high schools and universities (Hidayad Marleni, 2021)

Learning English as a foreign language in Indonesia faces some problems and difficulties due to limited social activities, where the use of English is less able to support learners to be able to speak English in their daily life activities, this is due to a lack of practice and there is no place to apply English language skills itself, so English teachers have a responsibility to equip their students and provide a forum to hone students' language skills. English has 4 basic skills that students must know, namely listening, speaking, reading and writing so it will be difficult for students if they do not know how the process of learning English is, so that learning is effective, this process must be accompanied by the right strategy (Uzer MPd, 2020) he said that learning English using strategies is a very important role in learning English activities.

Language learning strategies were part of a larger system embedded in the foreign language learning process. One of the most important things in language learning is self-direction of students to learn and practice the language they are learning. (Rebecca. L. Oxford, 1990) quoted from the journal (ade & desti 2021) they say that learning strategies will affect the learning process because it will involve acquisition, memory, understanding, and use. Learning strategies are suggestions in guiding students to accelerate their knowledge to master what material they will learn.

Based on the observation SMA 2 PGRI Palembang as a formal educational institution, this school also provides English lessons for its students, in the process of teaching and learning English, SMA PGRI 2 Palembang used the 2013 curriculum (K13). This school provides English lessons for students covering the four English skills, namely: listening, speaking, reading, and writing. Therefore, during the observation, the researcher found that most of the 10 grade science students of SMA PGRI 2 Palembang had a miss in applying information and choosing the right strategy to process information that would improve their understanding, in learning vocabulary when they spoke English an also another skills including reading.

From the brief description above, the researcher formulate a problem: what are students' perception of learning strategy using grammar translation method on their reading ability? To answer this question, this study aims to describe about perception, English in Indonesian Education, learning strategy, and concepts of grammar translation methods. The purpose of this research is to present about the result of students perception of learning strategy using grammar translation in reading skill at SMA 2 PGRI Palembang. With hope the students have been apply the learning strategy and GTM method to learn English.

Etymologically, perception or in English perception comes from the Latin *perceptio*, from *percipere*, which means to receive or take. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli. According to (Hermansyah, Herlina & Luspa 2021) Perception is an act of perceiving something with the senses aimed at a person or group described by someone but in the same situation. So, Perception is giving meaning to sensory stimuli. Perception is the process of understanding or giving meaning to information on a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain. The term perception is usually used to express the experience of an object or an event that is experienced.

In Indonesia the relationship with English, French, Chinese, German and other languages was a foreign language. This position was based on the fact that foreign languages were taught in educational institutions at a certain level, and in this regard, foreign languages do not compete with Indonesian. Then the function of the position of a foreign language is (1) as a connecting tool between nations, (2) a tool to help develop Indonesian into a modern language, and (3) as a tool for the use of science and technology for national development. So based on the information above, it can be concluded that English as a foreign language has a position as the language of instruction in education but is only devoted to conveying the relevant foreign language subjects in educational institutions.

In addition, learning strategies are specific actions that are important for students to take to make it easier for them to learn, be responsive in understanding learning materials, and make students effective in receiving information (Hermansyah, 2016). So, it can be concluded that learning strategies play an important role in the learning process because each student has their own learning strategy, but professional teachers still have to know how the students' learning strategies are to keep their interest in learning, especially in language learning.

Grammar is “a system of rules that determine a meaning relationship for a particular language” (Chomsky 2006) cited by (Omar, 2019). So, from these two opinions it can be concluded that Grammar translation is a teaching method with the characteristics that language teaching focuses on memorizing rules, vocabulary and vocabulary are taught in two languages, the intensity of translating activities. The origins of GTM (Grammar Translation Method) date back to the late 18th century when Greek and Latin were taught in schools. This method is known as the Classical Method,

it is mainly based on teaching grammar and translating the vocabulary of the target language into grammar. Although GTM (Grammar Translation Method) is considered a traditional method for teaching foreign languages, many schools in the world use this method in teaching English and Indonesia is one country that still uses this method in the teaching and learning process of English.

Previously related study, there have been several studies that discuss about grammar translation method on students reading skills. One study that is almost similar to this study was “Applying Grammar Translation Method in Improving Students' Vocabulary Achievement at SMAN 1 Kalukku”(Bahrum, 2020) . This study uses quantitative method to test the students about their improving vocabulary. This research focus on how students of XI.IPA 4 SMA Kalukku improving their vocabulary trough Grammar Translation Method. Then, the results of this study was Grammar Translation Method can increase students vocabulary from the average score of learning outcomes of 55.31%. The differences between previous research and this research was, the researcher focus on students' perceptions of learning strategy using grammar translation method in reading skills.

## **2. RESEARCH METHOD**

This study used descriptive qualitative method, by using this method the researcher tries to analyze the students' perceptions of learning strategy using grammar translation on their reading ability, then the answer of the analysis described with words and not with numbers. The object of this study were gotten from the result of students 10<sup>th</sup> grade science class of SMA 2 PGRI Palembang.

Qualitative research is phenomenology which means a research with an inquiry strategy, emphasizing the search for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon. So, qualitative research methodology is research that researchers like to explore educational issues by using qualitative data such as open interviews that provide a database on the perspective of participants and their actual words to see human behavior (Endang Widi Winarni, 2018).

In the process of collecting data, the researcher involved 34 students and two English teachers of SMA 2 PGRI Palembang a. Each student is given 20 statements related to their opinion on learning strategy and using GTM when learning English, then the students will choose a statement that matches their opinion, to answer the questionnaire using a Likert scale, namely: strongly agree, agree, neutral, disagree, and strongly disagree. From the results of the students' perception was carried out that focused on the learning strategy, GTM, and reading skill. And the teachers is given 8 interviews trough

the learning strategy and grammar translation method.

The results of the teachers' interviews and students' perception of learning strategy using grammar translation method in reading skill were gathered as the data then analyzed with the following stages:

1. Identification phrase: the researcher by involving students identify of teachers' opinions and students' perception.
2. Description stage: the author by involving teachers and students describe their opinions and perceptions through this learning strategy and grammar translation method
3. Evaluation stage: the researcher evaluates the teachers and students' opinions and perceptions.

### 3. FINDINGS AND DISCUSSION

Based on the research question at the beginning of this article, the researcher found that positive responses to the 20 statements above with a percentage score of 0%-100% can be described as follows:

From the data that has been collected through students, it can be seen that many students already know what learning strategies and methods are, some students feel that they are suitable for the grammar translation method and some do not, this is because each student has his or her own character. Meanwhile, they have their own way of learning English, besides that some students are motivated to learn English through the grammar translation method, especially in their reading ability. Some students think that their creative thinking increases after using this method. Students know that using strategies or methods in learning can make it easier for them to achieve the target language, namely English.

And based on interviews conducted with Mrs. Murtini and Ms. It can be concluded that they have understood what strategy is in learning and have used the grammar translation method several times in teaching students, then it can be concluded that this method has been used by some students in learning English and increased their interest in reading and improving vocabulary.

Table 1. Specification of Interview

Topic	Indicator
Teachers give their perception about Learning strategies using grammar translation method in reading skills.	Teaching Method
	Students' material understanding

From Table 1, these indicators are the basis for interview questions to teachers and get results where teachers have used learning strategies using the grammatical translation method in the teaching process.

Table 2. The result of Students' answer

No	Statement	SD	D	N	A	SA
1	I think I could follow English Learning well through the Grammar Translation Method	0	0	7	18	9
2	I could understand the purpose of learning the present tense well through the Grammar Translation Method	0	0	8	16	10
3	English is more fun when using Grammar Translation Method	0	0	11	16	7
4	I am very interested in learning English if the teacher often translates English to Indonesian	0	3	8	15	7
5	I feel happy and motivated learning English with Grammar Translation Method	1	0	10	17	7
6	I feel difficult to answer questions because lack of my vocabulary	0	1	18	10	5
7	Using Grammar Translation Method increase my creativity think	0	1	13	16	4
8	Using Grammar Translation Method could increase my reading skills	0	2	11	19	2
9	I am very motivated to reading English book using Grammar Translation Method	0	2	11	17	4
10	Grammar Translation Method is the best method to learning English	1	0	14	18	2
11	I often note the vocabulary that is often translated	1	0	14	16	3
12	I often review my notes	1	1	20	10	2
13	Grammar Translation Method make it easier to understand English sentences	0	0	10	20	4
14	Grammar Translation Method is not the right method for me	1	11	13	7	2
15	I find it difficult to understand English in using the Grammar Translation Method	2	7	16	6	4
16	I could understand the English sentences in the books that teacher has translated	1	0	8	18	7
17	I often used the Grammar Translation Method in reading novels, and other English books	0	1	10	20	3
18	I often translate sentence by sentence or word by word for books I have read	0	0	18	11	5
19	I like the atmosphere of learning English by using Grammar Translation Method	0	2	14	15	2
20	Grammar Translation Method is not right for me	2	4	21	5	1

---

Based on Table 2, the results of the questionnaire found a positive perception of 10th grade science students at SMA 2 PGRI Palembang, almost all students already knew what a learning strategy was and had used this method in learning English, based on the data above students also said that they felt motivated and this method also improved students' reading skills.

#### 4. CONCLUSION

Based on the findings above, it can be concluded that the researcher realizes learning strategy using grammar translation method can improve students' reading skill, and some students already used this method as an English learning strategy in order to achieve the target language, they said using learning strategy of grammar translation method made them easier to learn and understand English. In other hand students are motivated to learn English through grammatical translation, as well as increase their English vocabulary. In addition, teachers also understand what is learning strategies and they also used this method on the learning and teaching process because by using a strategy material can be conveyed properly. It means learning strategy make learning more structured, easy to understand and using the grammar translation method can help achieve the language targets what students want to achieve.

#### REFERENCES

- Bahrum. (2020). Appling Grammar Translation Method in Improving students' Vocabulary Achievment at SMAN 1 Kalukku. *Universitas Muhammadiyah Makasar*.
- Chomsky, N. (2006). *Language and Mind*. Cambridge University
- Endang Widi Winarni. (2018). *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK dan R&D* (1st ed., Vol. 1). Bumi Aksara.
- Herlina, Hermansyah & Diana . L. (2021). The parents Perception Toward English Subject in Elementary School in Palembang. *Esteem: Journal of English Study Programme*
- Hermansyah. (2016). Language Learning Strategies Used by The Sixth Semester Students of English Education Study Program. *Journal of Linguistic and Literature*.
- Hidayad Marleni, F. (2021). Transffering Cultural Knowladge in Local Narrative Reading For EFL Students. *ESTEEM: Journal of English Study Programme*.
- Hidayat, Ade & Desti Ariani. (2021). Penggunaan Strategi Belajar Pada Bahasa Inggris oleh Pelajar Berprestasi. *Jurnal Pendidikan Vokasi Raflesia*
- Omar, Y. Z. (2019). Influence of Grammar Translation Method (GTM) on Libyan Students' English Performance in Communicative Situations. *PEOPLE: International Journal of Social Sciences*, 5(2), 511–530. <https://doi.org/10.20319/pijss.2019.52.511530>
- Rebecca. L. Oxford. (1990). *Language Learning strategies: What every teacher should know*. Boston : Heinle Publisher.

Uzer MPd, Y. (2020). Strategi Pembelajaran Bahasa Inggris di Tingkat Dasar. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, 3(1).