

Improving Students' Ability To Identify Parts Of Speech Through Grammar Translation Method: (A Classroom Action Research At The Second Semester Students Of Bulukumba Muhammadiyah University)

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Abstract. The method of this research was Classroom Action Research that consisted of two cycles. The objective of this research was intended to know the students' ability and achievement to identify verb, noun and adjective in sentence through Grammar Translation Method as a teaching media at the Second Semester Students of Bulukumba Muhammadiyah University). The subject of this research was class 19A at Second Semester Students of Bulukumba Muhammadiyah University by using random technique. It consisted of 36 students. The instrument of this research was written test and observation sheet. The findings of this research were the students score to identify parts of speech before application grammar translation method was 67.6 (fairly good), but after applying the method the students' score in the cycle I became 74.2 (good) and in the cycle II the students' score improved until 83.7 (Very Good). The students' participation in teaching and learning listening also improved every meeting, where in the first meeting of cycle I was 53.7% and then became 88.2% in the fourth meeting of cycle II.

Keywords: Grammar, translation method

INTRODUCTION

The fast growing world today demands educational world to develop more innovative and creative methods in order to produce people with appropriate competency. The recent few years we have been amazed by the great breakthrough of Quantum Learning, Quantum Teaching and Accelerated Learning pioneered by Bobbi De Porter and Micke Henarcki which introduced more contemporary and effective ways of optimizing brain potentials. More people from many background, educators, researches, psychology, expert, and even also scientist develop learning and teaching system that are able to touch what is considered as the more substantial point and the real aim of education; meaning. This finally offers what so-called analytical thinking and writing; a method that works which is believed to align our methods of teaching grammar with the nature of the composing process. So

both students and teachers better understand the connections between theory and its implementation in educational world.

The teacher is a very important component in the learning process. But, the facts in the learning process, the teachers of English still applied methods which are conventional or traditional which is considered most appropriate method to pursue the learning achievement of targets set by the curriculum (Sakkir, 2016; Syatriana, 2020). As a result most of the students are only capable of solving problems that the model or the same shape as the example given, when students are given about the model or a different form, students will find it hard to get it done when the substance is essentially the same problem, and also the students arising from feeling bored, sleepy and become passive. Based on the fact, later identified deficiencies of learning processes undertaken. Some problems of the identification results can be delivered as follows:

- a. Lack of courage students to ask things that are not yet understood.
- b. Low student mastery of learning material.
- c. Lack of attention to students when the learning process took place.
- d. Learning that lasted only one direction, the activity of the students just listens and record, students tend to be passive.

This indicates that the teaching methods adopted by teachers affect students' learning processes and results. Because of the things above, it is deemed necessary an innovation or revitalization in the form of Grammar Translation Method.

In essence, writing is a concept of learning about forging relationships between and among ideas expressed in language structures called sentences. An idea (meaning) must be arranged in sentence. In order to verify whether or not an intended meaning is precisely and clearly expressed in the sentence, whether or not the relationships between and among its parts are clear, writers must analyze what they have written. With grammar in context, students practice applying the tools and insights to their own writing. Without an understanding of these tools that direct instruction provides, as Shaughessy explains, students must make random guesses about how to improve their work in the same way that people who know nothing about engines poke at random motor parts when their car breaks down.

The ability to analyze sentences, to understand how the parts work together to convey desired meaning, emphasize, and effect is thus central to the writing process. It can even aid invention, for the discrimination and precision it entails can help to forget the logical and creative insights into subject matter-Hence, the idea of writing as learning and thinking. Tell the students to revise wasn't not enough. Teachers needed to teach them how. Students need to arrange their ideas in some logical order that readers can follow. In order to arrange ideas, though, they need to identify how their ideas relate to one another. An in order to identify these relationships, they need to distinguish between main ideas and supporting details. But in order to do that, they need to separate one idea from another, to recognize where a thought begins and ends. And teachers needed to conduct some concepts

attainment lessons to help students develop the concept of a sentence, hence teachers needed to start at the beginning to teach them how to sort through all the accessory words in a sentence to pinpoint the ones conveying the main idea, expanded thought, or sentence, began and ended.

In its connection with student's grammar ability, as mentioned earlier, it can help students see the step undertaken in the analytical process and give concrete form to insight and develop the way of seeing structure that is so crucial for comprehension in reading and proficiency in writing. Teachers approach sentence analysis as a process of questioning, because language is a system of relationship, in any given sentence every word answer a question about another word, and every structure answer a question about another word or structure. Therefore, Grammar in context through analytical thinking and writing can help students to write better without even realizing that they are being taught with that approach.

This research is conducted to investigate how is the application of grammar translation method in improving the students' ability to find out the students' ability to identify parts of speech focused on verb, noun and adjective.

Grammar Translation Method

The Grammar Translation Method is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries, which offered little beyond an insight into the grammatical rules attending the process of translating from the second to the native language. Feature the position of grammar in a lesson of the Grammar. "In the Grammar Translation Method, grammar is emphasized and taught deductively (Freeman, 1986: 10-14). In addition, as Brown (2000: 15-16), long and detailed explanations of the intricacies of grammatical rules and forms are supplied for students to memorize and apply the syntactic rules to other examples." (Lu, 2009: 23).

Prior to the 18th century, the translation of literary texts was the main method for studying foreign languages. The Classical Method, as it was originally called, underwent a name change in the mid-1800s and was thereafter known as the Grammar Translation Method (GT). GT was criticized because it was unconcerned with students' oral communication skills. As a result, in the late 1900s the tedious GT method lost popularity in the United States (Savignon 1991). Simply learning how to translate and recite rules was insufficient for learners who recognized the value of oral communication in the target language. GT was teacher-centered, which limited interaction and spontaneous creativity. Teachers used GT to focus students' attention on grammar and vocabulary by having them read and translate target language texts. It was assumed that this process would allow students to gain an understanding of the grammar of their own native language (Larsen-Freeman 2000).

However, GT is still popular in some places, and is considered a good method for individuals who want to be translators and are not concerned with knowing how to speak or pronounce the target language. It is also still used in many EFL settings

where students like a teacher-centered method that includes the intensive study and memorization of grammar rules and vocabulary. The grammar translation method has eight characteristics

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

Parts of Speech

Parts of speech (or Word Classes) are either open or closed. Open classes are by far the largest because they readily admit new words. The open classes are noun, verb, adjective, and adverb. The closed classes are auxiliary, conjunction, preposition, determiner, pronoun, numeral, and interjection. Many words belong to more than one class. Word classes are established on the basis of three types of criteria: notional (meanings), morphological (forms), and grammatical (relations with other words and larger units).

Grammatical descriptions require reference to word classes (or parts of speech), such as noun and verb. Further distinctions may be made within word classes; for example, within nouns the distinction between common nouns and proper nouns. Grammarians have varied on the number of classes and subclasses. The more comprehensive and detailed their descriptions, the more classes and subclasses they require. Word classes fall into two categories: open classes and closed classes. Open classes readily admit new members and therefore are by far the largest classes. There are four open classes: noun, verb, adjective, and adverb. The seven closed classes recognized in this grammar are: auxiliary, conjunction, preposition, determiner, pronoun, numeral, interjection.

METHODOLOGY

The study was conducted by applying classroom action research based on Arikunto, 2008:16, with two cycles. Each cycle is the series of activity which has close relation. Where, the realization of the second cycle are continuing and re-connecting from the first cycle. The subject of this research of the second grade semester students of Bulukumba Muhammadiyah University, and consisting of 20 students.

In collecting the data, the researcher used some instruments such as observation sheet and written test. First, observation sheet aims at finding out the

students' data about their presence and activeness in teaching learning. Second, written test was used in the last item of every cycle to measure the students' achievement in writing parts of speech.

RESULT AND DISCUSSION

The result of the research implementation is described in the following cycles.

Cycle One

Cycle one had been done for four meetings. The data findings were based on the result of data analysis from observation and written test. The result of cycle one of this research implementation is described in the following planning, action, observation, and reflection.

The plan was arranged before doing the research. First, the lesson plan and materials that were related to the lesson were prepared. The Teacher prepared the list of vocabulary of isolated words. As an action in the first cycle, the Teacher gave a list of vocabulary of isolated words and explained the intricacies of grammar about definition and the function of verb, noun, and adjective. The Teacher provided the rules for putting words together and instruction often focused on the form and inflection of words. Afterwards, the Teacher asked the students about the lesson and activity and the students gave the answer to the teacher by written test. Finally, the class then is closed.

The result of this activity taken by the teacher through the observation and written test. These findings showed that there was an improvement in terms of students' activeness and students' ability to identify parts of speech through grammar translation method. The score is shown in the following table below:

Table 1. The Result of the Students' Activeness in Teaching and Learning Process in Cycle One

Cycle	Meetings	Percentages	Averages
I	I	53,7%	60,4%
	II	59,3%	
	III	61,8%	
	IV	66,7%	

Table 2 The Improvement of the Students' Ability Parts of Speech in Cycle One

Mean Score	Improvement	
D-Test	Cycle 1	D-Test Cycle 1
67,6	74,2	6,6

Cycle Two

The teaching method in the cycle two is the same as that in cycle one. It explained about Intricacies of grammar. The significant difference on this cycle for the previous one is in the action of the cycle. In this cycle the teacher gave little or no attention in pronunciation, and also gave exercise in grammatical analysis.

Like cycle one, the result of the activity in cycle two also taken by the teacher through the observation and written test. First, based on the teachers' observation in teaching learning process, most of the students paid more attention with the teacher explanation. The situation of the class was also more conducive since all the students follow the class seriously. This findings showed that there was a significant improvement in terms of students' activeness and students' ability in identifying parts of speech through Grammar Translation method than cycle one. The score is shown in the following the table below:

Table 3. The Result of the Students' Activeness in Teaching and Learning Process in Cycle 2

Cycles	Meetings	Percentages	Averages
I	I	53,7%	60,4%
	II	59,3%	
	III	61,8%	
	IV	66,7%	
II	I	69,4%	78,1%
	II	74,3%	
	III	80,5%	
	IV	88,2%	

Table 4. The Improvement the Students' Ability to Identify Parts of Speech in Cycle 2

Mean Score			Improvement	
D-Test	Cycle 1	Cycle 2	D-Test Cycle 1	D-Test Cycle 2
67,6	74,2	83,7	6,6	16,1

The result of the students' activeness observation

Based on the observation result, the students participation was improved in every meeting. The students' participation in the first meeting of cycle I was 60,4% and in the last meeting of cycle II students participation became 78,1%. It indicates that the application of grammar translation method can stimulate the students' activeness in teaching and learning process.

The improvement of the students' ability to identify parts of speech through grammar translating method.

In the analysis of the students' achievement the researcher found that the mean score of students in identifying parts of speech through grammar translation method was improved. The students' mean score in d-test was 67,7 (fairly good), in the cycle I the students' mean score was 74,2 (good) and in the cycle II the students' mean score was 83,7 (Very Good). So, the improvement of students' listening comprehension ability from mean score of d-test and cycle I was 6,6, whereas the improvement of students' listening comprehension ability from mean score of d-test and cycle II was 16,1.

During the teaching and learning process in cycle I, the researcher found that the students still difficult to understand the material about parts of speech and to identify them in sentences very well. This case made the student can't identify in some simple sentences. To solve this problem the researcher had done cycle II and revised the previous lesson plan. In this case, the researcher made some reviews after starting the class every meeting, so they can understand the material that it helped them to identify too well. Besides, the researcher always motivated and supported the students to more active in order to improve their ability to identify parts of speech through grammar translation method.

Based on the explanation above, the writer concluded that teaching identify parts of speech through grammar translation method could significantly improve the achievement. It proved by the students' mean score i.e. the mean score of D-Test was 67,6 while the mean score of written test in cycle I was 74,2 and that of written test in cycle II was 83,7 and the progress score from cycle I to cycle II was 9,5.

CONCLUSION

Based on the research findings conducted in this study, it could be concluded that the implementation of Grammar Translation Method or media in teaching was effective and significant in improving the students; ability to identify parts of speech. This improvement is proven by the students' score gained. The Second Semester Students of Bulukumba Muhammadiyah University have good achievement in identifying parts of speech in sentences. This provided by the mean score of the students where the result of the cycle I was 74,2 and in cycle II namely 83,7. While, The observation result of the students' activeness in teaching and learning process was 60,4% at cycle I and improved significantly to be 78,1% at cycle II. It means that the implementation of Grammar Translation Method in teaching to identify could make the students active in learning process so the implementation of this method was suitable and effective especially for the improvement the students' ability to identify parts of speech in sentences.

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