

**IMPROVING STUDENTS' UNDERSTANDING OF SIMPLE PRESENT  
TENSE BY USING GRAMMAR-TRANSLATION METHOD (GTM)  
(A Classroom Action Research in the First Year of SMPN 2 Burau)**

*A Thesis*

*Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Education  
Study Program Tarbiyah and Teacher Training Faculty State Islam Institute Of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHERS' TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

## THESIS APPROVAL

This thesis entitles *Improving Students' Understanding of Simple Present Tense by Using Grammar Translation Method (GTM). (A Classroom Action Research in the First Year of SMPN 2 Burau, )* which is written by *Ruslina, Reg. Nim 17 0202 0007, English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo*, and has been examined and defended in Munaqasyah session which is carried out on Thursday, December 1<sup>st</sup> 2022. Coincided with Jumadil Awal 7<sup>th</sup> 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, December 01<sup>st</sup> 2022

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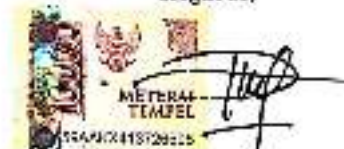
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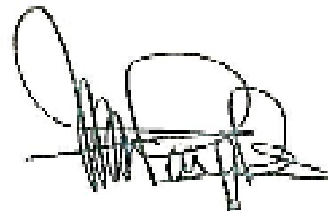
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12. *Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for just being me at all times. THANK YOU!*

The researcher also thanks to the others who cannot be mentioned, who have helped and supported the researcher to finish this thesis. The researcher hopes this thesis can give some value to the students of English Department, English teacher and the readers.

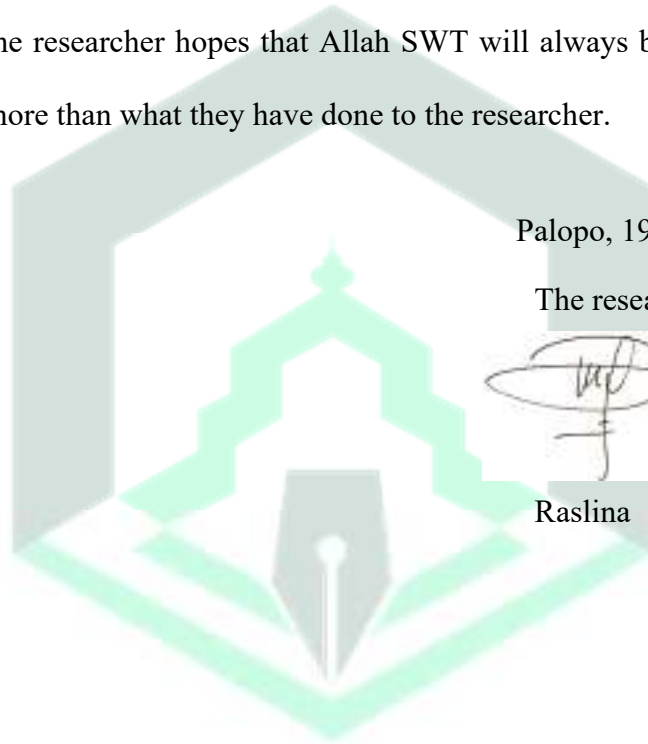
Finally, the researcher hopes that Allah SWT will always bless and gives all the instructions more than what they have done to the researcher.

Palopo, 19 Juli 2022

The researcher



Raslina



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## ABSTRACT

***Raslina 2022, "Improving Students' Understanding of Teaching Simple Present Tense by using Grammar-Translation Method (GTM). (A Classroom Action Research in the First Year of SMPN 2 Burau). Departement of English Study Program, Faculty of Tarbiyah and Teachers' Training, State Islamic Institute of Palopo Survived by: (1) Madehang and (2) Amalia Yahya.***

This thesis discussed Improving Students' Understanding of Simple Present Tense by using Grammar-Translation Method in the first year of SMPN 2 Burau. The researcher used Classroom Action Research (CAR) in this research. This research was done in SMPN 2 Burau. The subject of this research is class VII A has a total of 23 students. This research was conducted in 2 cycles. There are methods to identify the implementation of grammar-translation methods in SMPN 2 Burau. The instrument of this research is a grammar test. The researcher used the simple present tense to measure the students' ability to understand the grammar of simple present tense before and after giving the action. The researcher gave the students questions that include 11 questions, which contains 10 multiple choices and 1 essay about simple present tense as the grammar test. The result of this study showed that there was a significant improvement in students' achievement in the use of GTM in teaching Simple Present Tense. The implementation in the second cycle, the researcher showed videos animation and gave the students games that made the students enjoy during the lesson. It can be proved by the improvement of students' mean grammar scores from 57.3% in the first cycle to 80.48% in the second cycle. In addition, it can be concluded that GTM was able to give a good impact in recognizing the simple present tense in the first year of SMPN 2 Burau.

**Keywords:** *Grammar Translation Method, Classroom Action Research (CAR), Simple Present Tense.*

## CHAPTER 1

### INTRODUCTION

#### *A. Background*

Learning and teaching grammar are important. It is also one of the more difficult aspects of language to learn correctly. When many people hear the word "grammar," including language teachers, they immediately remember of word forms and usage rules. They think "correct" grammar to official forms of the language, such as those used in writing and formal oral presentations, and "poor" or "no" grammar to forms of the language used in casual conversation or by audio (Rakhmawati, D. (2018)<sup>1</sup>.

The problem that students face in mastering grammar is that they cannot select an appropriate form of verb and adverb of time, even though there are nevertheless many factors that should be taken into consideration in forming a good sentence. Example phrase lessons, and so on. Subsequently, to overcome these issues, in reality, wanted some method that the researcher or the teacher use in the class when they teach simple present tense. The teacher that teaches simple present tense, has to select the best method so that the students can effort analyze the simple present tense or do a translation activity. Before giving the method that can overcome the issues, and choosing the good treatment that the teachers want to apply, the most important

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<sup>1</sup> Rakhmawati, D. (2018). *The Effectiveness of English Comics in Teaching Grammar ( Present And Past Tense )*. 4(1), 52–60.

element that the instructor has to realize is set difficulties that students face in translating sentences or text and recognizing what is the problem.

In the pre-observation in SMPN 2 Burau, the researcher interviewed the students and the students of VII A, VII B, VII C, VII D, and VII E, on the 23 of June 2021. The researcher discovered the students were distressed in grammar, specifically the use of simple present tense form. For that reason, the sentences made by the students were difficult to understand. After that, the researcher gave a few explanations to the students to make it clear that they understand what simple present tense is and that they have got studied the simple present tense before. Consequently, they can't solve the questions, that the researcher in the junior high school. So, the researcher desires to study the simple present tense. For that reason, supporting the students requires a technique of grammar, specifically simple present tense. As in grammar, many techniques can be used. One of them is the Grammar-Translation method and the researcher selected the Grammar-Translation method, a method used to teach simple present tense in the first year of SMPN 2 Burau.

The simple present tense is one of the factors that must be given attention intensely. The simple present tense is the tense often used in daily conversation. Consequently, in this research, the researcher will be cognized of improving students' simple present tense by using of grammar-translation method. Because the inspiration of tenses is simple present tense. The simple present tense is always utilized in interest every day, simple present tense gets contributions from the fourth skill particularly; reading, speaking, listening, and writing. The capabilities of simple

present tense as a current action or state of being, express habitual actions, general truth, perception, or truth, or communicate approximately works of literature and other media that stay unchanged time. If we see the reason, the simple present tense is vital for the students to recognize the simple present tense.

Through the students' problems, the researcher can know what are the problems the students face. So, the researcher tried to locate the students' difficulties by using conducting studies entitled *“Improving Students’ understanding of Simple Present Tense by using Grammar-Translation Method (GTM) in the first year of SMPN 2 Burau.”*

### ***B. Problem Statement***

Relate to the preceding clarification above, the researcher formulate the research question as follows:

*“How is the use of Grammar Translation Method improve students’ understanding in Simple Present Tense at the First Year of SMPN 2 Burau?”*

### ***C. Objectives of the Research***

The research objective is based on the formulation of the problem above:

*“To find out the best implementation of GTM to improve students’ understanding of Simple Present Tense at the First Year of SMPN 2 Burau”.*



#### ***D. Significance of the Research***

The significance of this research:

a. Practically

1) For the Students

The researcher anticipated the research as an input to the students to inspire them in mastering simple present tense, particularly in the use of the Grammar Translation method, it is anticipated to be a useful contribution in translating based totally on which means so that the students have an excellent to translate words to phrases, sentence, or textual content.

2) For the Teacher

The result of this research is predicted to be useful facts for English teachers who were immediately worried about the coaching can get to know the procedure. The teacher additionally would be an effective manner and teaching simple present tense mainly in the usage of the Grammar-Translation method.

#### ***E. Scope of the Research***

The scope is based totally on the research that the researcher located the student's difficulties within the simple present tense by using grammar-translation method. The researcher focuses on this research approximately coaching simple present tense of the use of the grammar-translation method to make a sentence simple present tense in positive, negative, and interrogative, and also the research teach the students in the usage of a verb and "to do" within the simple present tense. Grammar-Translation approach (GTM) is a technique of the second language training primarily

based totally on the translation of passages from the native language into the target language. It means that tenses within the grammatical, however, it needs to be mentioned that point approximately the movement is a concept that exists inside the thoughts of the speaker, reader, or listener.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Related Research Findings*

This chapter presents some related statistics topics of the latest study. The researcher found some previous studies which are closely related to this research, those researchers:

The researcher Khaerunnisa (2017) in her thesis which written under the title, *“The Effectiveness of using GTM to improve students’ understanding in Simple Present Tense: an experimental study at the second year student of MTS Al-Muwahidin Lelede, Kediri in academic year 2017-2018”*. Base on the result, GTM was able to give an effect in learning simple present tense at second years student of MTS Al-Muwahidin Lelede, Kediri. It was seen from the result of the pre-test and the post-test. The mean score of the post-test was about 81, 85 higher than the average value the pre-test which was about 64, 81. Therefore, it proves that GTM gave an effect in learning simple present tense and this research took one tailed (05) in order to know the effect of GTM in learning simple present tense. The result showed that the t-test was 12.08 higher than that the t-table which was in the level .05 (95%) with 1.706. The conclusion is that using GTM gave effect in learning simple present tense

at second year students of MTs Al-Muwahidin Lelede, Kediri<sup>2</sup>. The similarity between Khaerunnisa (2017) and this research are both of them used GTM and simple present tense as the subject, the different is in the method, the Khaerunnisa (2017) used experimental research, however the current research use Classroom Action Research (CAR).

The researchers Rizky Mirani Desi Pratama, Yulia Hardyanti, and Noer Hikmah (2017) of their journal that's written under the title , "*Teaching Simple Past Tense by using Grammar Translation Method (A Field Research at Foundation Level Lpia Rawasari)*". The Grammar-Translation method is applied in the simple present tense, through cue playing cards. Primarily based on the concept, the writer uses both English as the goal language and Bahasa because of the supply language or mother language. The writers always translated the reason for the lesson into Bahasa. This method can enhance the students' score and their comprehension of simple past tense. It could be visible from the desk of pre-test and post-test. Maximum ratings inside the pre-test are better than the students' ratings in the post-test. In applying the grammar-translation method, the writer uses cue playing cards and video games as the media to supply the cloth to the students. The one's media are selected due to the fact the students at the muse level include students from fourth till sixth-grade elementary

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<sup>2</sup> Khaerunnisa, "*The Effectiveness of using GTM to improve students' understanding in Simple Present Tense: an experimental study at the second-year student of MTS Al-Muwahidin Lelede, Kediri in the academic year 2017-2018*". Universitas Mataram (2017/2018).

school<sup>3</sup>. The researchers Rizky Mirani Desi Pratama, Yulia Hardyanti, and Noer Hikmah (2017) their method can enhance the students' score and their comprehension of simple present tense similarity from this research used simple present tense and GTM as the subject. The differences in applying the GTM, the previous researchers used cue playing cards and video games as the media to improving students' mastery in grammar, however the researcher used video animation and swap paper games as the media to improving students' understanding in simple present tense.

The researcher Armando Tajuddin (2011) in his thesis written under the title, *“Improving Students' Grammar Ability by using Grammar Translation Method at the Tenth Year of SMAN 4 Palopo”*. Based on the result, he discovered it can be concluded that the use of the grammar-translation method as a grammar coaching approach can enhance students' fulfillment and stimulate the students' interest in the tenth-years students of SMAN 4 Palopo. It became proved through the t-take a look at cost of students' fulfillment which turned into 9,31 which became greater than the t-table that's 1,658 so  $(9,31 > 1,685)$ <sup>4</sup>.

The researcher Armawanto Tajuddin (2011) that the use of GTM as a grammar method in teaching students can improvement students' ability and the students interest to study. Based on the studies mentioned above, the researcher concluded that

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<sup>3</sup> Rizky Mirani Desi Pratama, Yulia Hardyanti, N. H. (2017). *Progressive Vol. XII, No . 2 September 2017 Issn : 1979-4975 Progressive Vol. XII, No . 2 September 2017. XII(2)*.

<sup>4</sup> Armando Tajuddin, *Improving Students' Grammar Ability By Using Grammar Translation Methods At The Tenth Year of SMAN 4 Palopo*. STAIN PALOPO( 2011)

applying the Grammar-Translation method can help students become more active at using tenses, particularly the simple present tense.

## ***B. Literature Review***

### **1. Grammar Translation Method (GTM)**

#### a) Definition of Grammar Translation Method

Grammar Translation Method (GTM) is a method that focuses on grammar as the language's basis for the formulation. The grammar-translation method to teaching grammar has historically dominated EFL instruction. In this approach, the mother tongue is used extensively to elicit the meaning of the target language by translating it into native language. As an example, in line with Larsen-Freeman (2002) and Richards and Rodgers (2002) in Widodo, H. P's journal , this method mandates that first-year students master the vocabulary and grammatical rules of the target language. Grammar is taught deductively; that is, beginners are given the rules and examples and instructed to memorize them before being asked to apply the rules to more examples<sup>5</sup>.

It is similar to what Armansyah, S, said when he said that grammatical competence refers to a comprehension of grammar that provides for one's ability to make sentences<sup>6</sup>. The classical (sometimes referred to as conventional) technique of teaching Greek and Latin is where the Grammar-Translation method of foreign language coaching originated. The students are required to translate entire books

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<sup>5</sup> Widodo, H. P., Program, T. E., Negeri, P., & State, J. (2006). *Approaches and procedures for teaching grammar*. 5(1), 122–141.

<sup>6</sup> Armansyah, S. (n.d.). *Grammar Translation Method (GTM)*. 3.

word for word according to the method, as well as to memorize extensive lists of vocabulary words and grammatical rules. (in Khaerunnisa (2018))<sup>7</sup>.

In Armansyah, S. (n.d.), The Grammar-Translation Method (GTM) is an method to teaching second languages that is primarily focused on translating passages from the target language into the learner's native language. Including the method, students provided more linguistic than communicative explanations of the grammar rules, etymology, and syntax of the target language (plots, 1881) <sup>8</sup>. According to Larsen-Freeman (2000:11) in Talho, P.a.r.v.e.e.n. (n.d.)'s journal The Grammar-Translation method was the 19th-century name for the classical approach (GTM). This approach was used to encourage students to read and appreciate literature in other languages, with the hope to familiarize themselves with the grammar of their native tongue through study of the grammar of the target language, they would be better able to speak and write in their native tongue<sup>9</sup>.

#### b) Techniques of GTM

According to Murcia (Biplab, 2018), GTM aspects include teaching vocabulary using the L1, employing stand-alone and probably unrelated terms, reasoning rules, and structural recognition. Now, with reference to GTM techniques (Freeman, 2000) in Talho, P.a.r.v.e.e.n. (n.d.), Frosted raised a few issues, including L1 to L2

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<sup>7</sup> Khaerunnisa (2018). *The Effectiveness Of Using Gtm To Improve Students' Understanding In Simple Present Tense: An Experimental Study At The Second Year Student Of Mts Al-Muwahidin Lelede, Kediri In Academic Year 2017/2018*.

<sup>8</sup> Talho, P.a.r.v.e.e.n. (n.d.). *Action Research : The Use of ( GTM ) Grammar Translation Method in the Subject of English at the Primary Level. B ...*

<sup>9</sup> Armansyah, S. (n.d.). *Grammar Translation Method ( GTM. 3*.

translation and the distinction between vocabulary and grammatical observation. The following are the coaching strategies used in the grammar-translation method:

- 1) Translation
- 2) Studying comprehension
- 3) Deductive applications of rules
- 4) Fill within the blanks
- 5) Memorization
- 6) Vocabulary practice
- 7) Composition
- 8) Use of mother tongue
- 9) Vocabulary items are taught in the shape of phrase lists
- 10) Elaborate explanations of grammar
- 11) Attention to the morphology and syntax
- 12) Analyzing hard text early in the path.
- 13) The practice focuses on exercise translating sentences or textual content from the mother tongue to the target language<sup>10</sup>.

c) Characteristics of GTM

Every method has its own aspects that must be considered by teachers in order to teach language, and GTM is no different. Prator and Celce-Murcia (1979: 3) and

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<sup>10</sup> Talho, P.a.r.v.e.e.n. (n.d.). *Action Research : The Use Of (Gtm) Grammar Translation Method In The Subject Of English At The Primary Level. B ...*



Brown (2001:19) in Larsen Freeman, both stated that the main characteristics of GTM are:

- 1) Students are taught in the mother tongue with little active use of the goal language.
- 2) A great deal of vocabulary is taught within the form of lists words.
- 3) Long, complicated motives of the intricacies of grammar are given.
- 4) Grammar offers the rules for putting phrases together and instructions regularly focus on the shape and inflection of phrases.
- 5) Reading of hard classical texts starts early.
- 6) Little interest is paid to the content material of the textual content, that's treated as sporting activities in grammatical analysis.
- 7) Regularly the only drills are sporting events in translating a disconnected sentence from the goal language into the mother tongue.
- 8) Very little interest in pronunciations<sup>11</sup>.

d) Principles of GTM

The Grammar-Translation Method (GTM) is a typical teaching method used to teach grammar with key characteristic focusing on:

- 1) Improving students' reading ability from English into the target language,
- 2) Improving students' translating ability,
- 3) To understand the grammar rules.

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<sup>11</sup> Larsen-freeman, D. (n.d.). *Teaching Grammar*.

According to (Freeman, 2000), the fundamental reason of GTM is how literature is read, and students are required to translate from one language to another. A hit language learner is a person who can translate. Students review new vocabulary from current passages. The objective phrase provides comparable opportunities. Students examine instances when examining verb conjugation, various grammatical rules, and verb tenses. The author will mention the following properties of this technique in accordance with Murica (1979). The instructors who conduct classes in the primary language have done away with vocabulary lists and a thorough explanation of how grammar is structured. Additionally, students receive unique texts that allow them to employ the language they acquired in the classroom<sup>12</sup>.

#### e) Advantages and Disadvantages of GTM

The advantages and disadvantages of each method for teaching a foreign language should be considered by the teacher; GTM is no different and has certain advantages and disadvantages.

Gorzky (nd) in Armansyah, S. (n.d.)'s journal stated that the advantages of GTM are:

- 1) It greatly reduces the pressure on the teacher because the students translate the text from the target language into the native language, trying to make the teacher's involvement rarely necessary. This method also enables a teacher who isn't always fluent in the goal language, especially English, to instruct students.

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<sup>12</sup> Talho, P.a.r.v.e.e.n. (n.d.). *Action Research : The Use Of (Gtm) Grammar Translation Method In The Subject Of English At The Primary Level. B ...*

2) It focuses on grammar, sentence shape, and incorrect meaning. It can assist scholars to discover ways to read and write in the goal language. On the alternative website.

Gorzky (nd) in Armansyah, S. (n.d.)'s journal cited the disadvantages of this method are:

- 1) Less learner or student enthusiasm and interest is present because GTM is not an interactive method, and there is also less student involvement and teacher-learner interaction as a result of the fact that they only examine material from textbooks.
- 2) Unnatural and erroneous pronunciation, the students' best study the grammar and incorrect that means from a textbook, it makes them no longer understand how to pronounce the phrases clearly and as it should be.

Those are some advantages and disadvantages of GTM, the researcher provided interest way if want to teaching GTM in the class<sup>13</sup>.

## ***2. Simple Present Tense***

### **a. Definition of Simple Present Tense**

The simple present tense is a part of grammar, just like structure is. Grammar is a description of a language and the ways in which linguistic unit words and phrases are arranged to produce sentences inside the language, while linguistic period structure is a rule of thumb of pattern in which the words are put together to build the sentence to communicate. "The easy present disturbing is used to explain normal sports and conduct, to give a well-known assertion of truth, and to particular

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<sup>13</sup> Armansyah, S. (n.d.). *Grammar Translation Method (GTM)*. 3.

reviews," according to Elaine & Darcy (2002: 11). "A simple gift tense is a form of a simple sentence that the occasions demonstrate the dependency or carried out over and time again related to the contemporary time," according to Hakim (2002). According to Selvia & Edmund (1994:395), "the simple present hectic gives s/es for third-man or woman singular" and is equivalent to the verb's base. Therefore, according to Lester (2010:6), "the simple present tense displays the actual claims and generalizations and explains predictable destiny events or activities."

According the explanation above, the writers Iqbal, M., Renaldi, S., Khalidiyah, R., Method, G. T., Method, G. T., & Masalah, L. B. (2020) comes to the conclusion that the tenses in the grammatical form interim, but it should be noted that the point about the movement is a concept that existing in the speaker's, reader's, or listener's mind. The greatest way to refer to grammatical rules are through actual usage. Regular tenses and time no longer always match up<sup>14</sup>. In additional (*Betty-Azar*), the simple present expresses events or conditions that exist usually, commonly, and habitually; they exist now, have existed in the past, and probably will exist inside the future<sup>15</sup>.

#### b. The Function of Simple Present Tense

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<sup>14</sup> Iqbal, M., Renaldi, S., Khalidiyah, R., Method, G. T., Method, G. T., & Masalah, L. B. (2020). *Meningkatkan Kemampuan Pemahaman Materi Simple Present Tense Menggunakan Teknik Pengajaran Bahasa Inggris Grammar Translation Method Pada Mahasiswa Anggota Language Club Stai Rakha Amuntai*.

<sup>15</sup>*Betty-Azar-understanding-and-using-English-grammar.pdf*. (n.d.).

- 1) As habitual action. Habitual actions are related to the activities or actions that are usually done every day or something that is right generally and cannot be denied but is admitted around the world.

The function of simple present tense as habitual action is as follows:

- a) Take a bath every morning.

Mean: Mandi setiap pagi.

- b) The Muslims habitually go to the mosque every Friday.

Mean: kebiasaan umat muslim pergi ke masjid setiap hari jumat.

- 2) As General Truth. The function of simple present tense as general truth is as follows:

- a) The sun rises in the east and sets in the west.

Mean: matahari terbit di timur dan terbenam di barat.

- b) In a week, there are seven days.

Mean: dalam seminggu, terdapat 7 hari.

- c) In the year, there are twelve months.

Mean: dalam setahun, terdapat 12 bulan.

There are some adverb of frequency that used in simple present tense the most common of these are:

Always	Once
Usually	Twice
Often	Three Time
Sometimes	Four time
Seldom	Several time
Never	Meaning time

According to Didimus Manulang, S, S. in Sasmitha, A., & 14.16.3.0015, R. N. (2018) The function of the simple present tense is:

- a) To describe an action or event that we do continuously. Also, the habitual things. There are many verbs of time that can be used in simple present tense such as every day, every week/month/ a year, sometimes, always, often, seldom, habitually, generally, rarely, etc.

Example: I visit my grandmother every week.

Mean: Saya mengunjungi nenek saya setiap pekan.

- b) To describe the general truth

Example: the sun rises on the east = matahari terbit dari timur.

The taste of sugar is sweet = rasa dari gula adalah manis.

The sky is blue = warna langit adalah biru.

- c) To describe the characteristics of people or things.

Example: Lina is friendly = Lina Ramah.

- d) To describe an action or planning that will be done soon.

Example: the train leaves at 4.30 p.m = kereta berangkat pukul 4.30.

The meeting begins at 9 o'clock = pertemuan dimulai pukul 9.

- e) To be used by the commentator of football, etc.<sup>16</sup>

The statements above are similar to the statement of Hornby in Sasmitha, A., & 14.16.3.0015, R. N. (2018). He states that the usage of the simple present tense is divided into five kinds.

- a) To describe an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step the way to cook something.

Example: I sift the flour, salt, and baking powder into a bowl. I mix them.

- b) To be used in commentaries, e.g. as broadcast during a sporting event such as a football match. Example: Green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores.

- c) To be used in exclamatory sentences beginning with here and there. Example: here he comes! = dia datang!

- d) In the general statement of what was true in the past, what is true now, is likely to be true in the future time. Example: the sun shines during the day = Matahari bersinar sepanjang hari.

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<sup>16</sup>Sasmitha, A., & 14.16.3.0015, R. N. (2018). *Teaching Simple Present Tense by Using Egra Technique English Study Program of Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo.*

- e) To be used for references of what was communicated in the past. For example, the newspapers say it's going to be cold today = di Koran bilang akan dingin hari ini<sup>17</sup>.

There are some spelling rules in the simple present tense:

- a. The verb ending -ch, -o, -sh, -ss, -x, or -y begins with a consonant so that the verb will be added -es.

Example: catch = catches, do = does, dry = dries, and etc.

- b. To other verbs which not end with a consonant will be added -s.

Example: agree = agrees, arrive = arrives, build = builds, cut = cuts, and etc.

- c. If the simple form of a verb ends in -y after the consonant, change the -y to -I and add -es.

Example: study = studies

We study in the classroom = kami belajar di kelas.

Try = tries

I try to sing = saya mencoba menyanyi.

But verbs that have a vowel before the (-y) do not change from -y to -I and do not add -es.

Example: buy = buys

I buy a Handphone = saya membeli telepon genggam.

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<sup>17</sup> Sasmitha, A., & 14.16.3.0015, R. N. (2018). *Teaching Simple Present Tense by Using Egra Technique English Study Program of Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo.*



- d. If the simple form of a verb ends in -s, -z, -sh, -ch, -x, or -o (after a consonant) add -es.

Example: teach = I teach English in the school.

Teaches = Ms. Lina teaches English in the school.

Go = they go to the market.

Goes = she goes to market.

Wash = I wash my clothes.

Washes = my mother washes the clothes<sup>18</sup>.

b. Form Simple Present Tense

Form simple present tense as a follow:

1) Positive Sentence

To make a positive sentence we must use verb 1 (infinitive).

Structure: **S + VERB 1 + S/ES + O**

Example:

- a) He goes to school every day.

S    V1es    O            Adverb

Mean: Dia (lk) pergi ke sekolah setiap hari.

- b) They bring my book.

S    verb1    O

Mean: Mereka membawa bukuku.

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<sup>18</sup> Sasmitha, A., & 14.16.3.0015, R. N. (2018). *Teaching Simple Present Tense By Using Egra Technique English Study Program of Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo.*

c) Lina plays volleyball.

Mean: Lina bermain bola voli.

d) My mother goes to the market every day.

Mean: Mama saya pergi ke pasar setiap hari.

e) We study English twice a week.

Mean: kami belajar bahasa inggris dua kali seminggu.

f) I go abroad every year.

Mean: saya pergi keluar negeri setiap tahun<sup>19</sup>.

## 2) Negative Sentence

A negative form of simple present tense just needs structure as below:

Structure: **S + DO/DOES + NOT + V 1 + O**

Example:

a) Lina does not feel well today.

S Does not V1 O Adverb

b) They do not listen to music.

c) I do not know English perfectly.

d) She does not understand everything he says.

e) Hanabi does not like to study English<sup>20</sup>.

## 3) Interrogative Sentence

Interrogative form simple present tense as follow:

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<sup>19</sup> Bahasa, T., Siswa, I., & Saraswati, S. M. K. (2017). 2.3) *I. I* (November).

<sup>20</sup> Bahasa, T., Siswa, I., & Saraswati, S. M. K. (2017). 2.)3) *I. I* (November).

Structure:

**DO/DOES + S + V1 + O +?**

Example:

a) Does she eat rice?

Do/Does/S/V1/O

b) Do you teach them English?

Do/Does /S/V1/O/comp.

c) Does Lina go to school?

d) Do you enjoy your English lesson?

e) Do we study in the library?

4) Negative Question

Negative question form of simple present tense as follow:

Structure:

**DO/DOES + NOT + S + V 1 +?**

Example:

a) Does not Lina paint a picture every Monday?

b) Do/Does Not S V1 O /Adv.

c) Do not you study English?

d) Does not Abdul go to school?

### ***3. Teaching Simple Present Tense by Using Grammar Translation Method***

The teacher introduces the formula of Simple Present Tense and explains (in Indonesia) the usage as well as the importance of Simple Present Tense. The teacher points out differences in the Indonesian language.

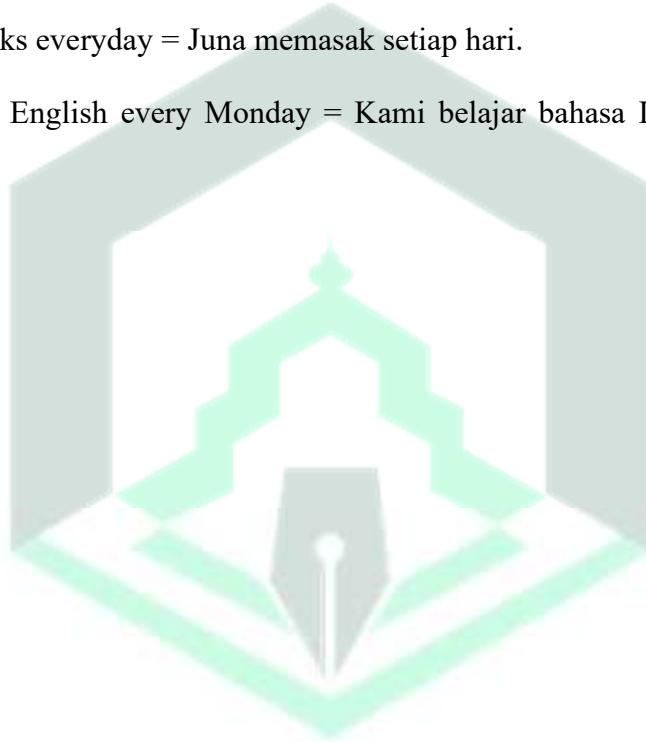
Form:

**S + VERB 1 + S/ES + O**

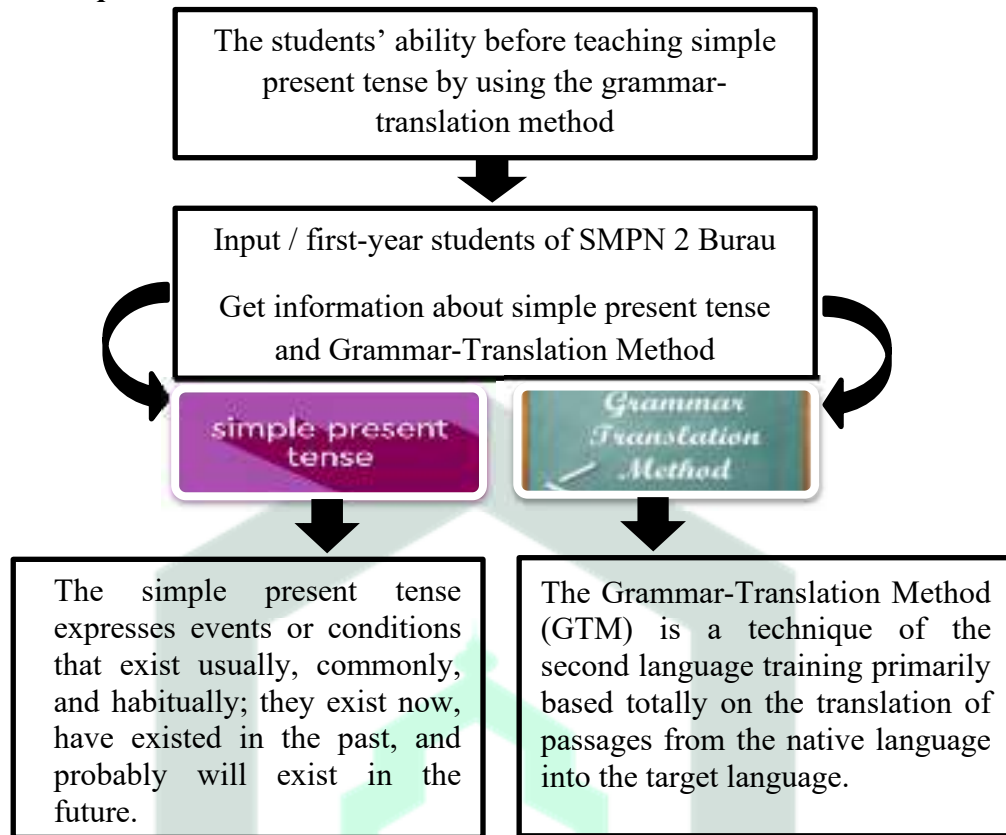
The teacher provides the example and their translation as well, or depending on the level of comprehension, he/she either calls randomly to have students translate the sentences or give them time to work quietly writing out the translation. He/she has to make sure the students' answers are correct.

Example:

- a) Juna cooks everyday = Juna memasak setiap hari.
- b) We study English every Monday = Kami belajar bahasa Inggris setiap hari senin.



### C. Conceptual Framework



Some advantages of Grammar Translation Method as follows:

- a) Target language is explained more quickly with GTM. Process translating is a one of the best ways to explain a word or a phrase in one language to another language.
- b) Teacher and students easy communicate through use foreign language reduced.
- c) The students easily understood the rules because the students focused on grammar. The students taught by GTM usually have abilities to translate a text and etc. The theme of this research is the effectiveness of teaching simple present tense by using the grammar-translation method. In this research in the first year of SMPN 2 Burau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### *A. Research Design*

This study is an classroom action research (CAR). Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring out social change. In addition, (Cameron-Jones: 1983) defines that action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happen inside the classroom. A classroom action research is done through a cycle and is designed into four steps. Class action cycle developed by Kemmis and McTaggart (Hopkins, 2011: 92). Then the plan is implemented as an action in classroom and the action is then observed. The reflection is done to analyze the data obtained during the action.

#### *B. Subject of the Research*

The subjects of this study were 137 students in the first year of SMPN 2 Burau, and they were divided into four classes: VII A, VII B, VII C, VII D, and VII E. Students in the first year of SMPN 2 Burau during the academic year 2020–2021, which comprises of VII A and has a total of 23 students, presented a challenge for this study. This research used the Classroom Action Research (CAR) approach. It aimed to improve the students' English tenses through the grammar-translation

method (GTM). CAR includes some steps, are making plans, action, observation, and reflection to categorize the effectiveness of coaching simple present tense through the use of the Grammar Translation method (GTM) at the first year of SMPN 2 Burau”.

### C. *Action Procedure*

CAR has strategies which might be: making plans, action, observation, and reflection. This research will make some cycles, specifically: the first and second cycles and every cycle is a chain of sports that has a close relation. Where in the relation to the second cycle will hold and restore from the first cycle.

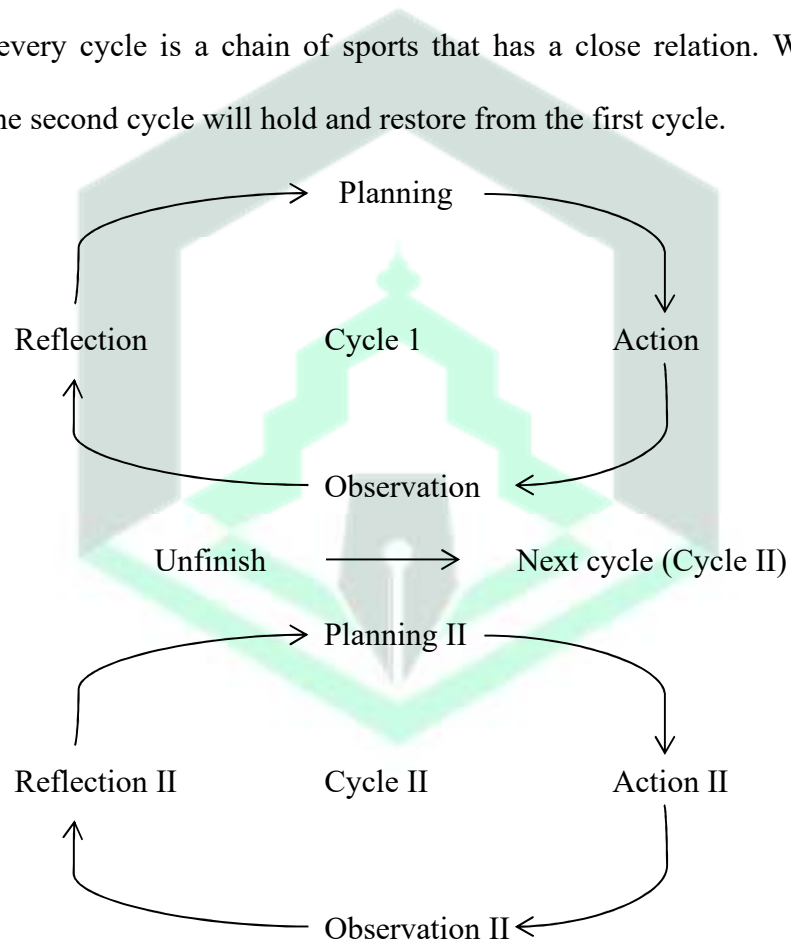


Figure 1: The cycle of classroom action research develop by Kemmis and McTaggart. (in Pionir, J. (2013))<sup>21</sup>

### 1) Planning

Planning is developing a critical plan of action to correct what happened. The CAR plan should be easy to adapt to unanticipated influences and unknown problems. The CAR plan must be prepared based on the results of pre-observations. The researcher must make a pre-observation of the class situation, from here the researcher will get an overview of the problem. The results of pre- observations of the processes that occur in the desired situation are corrected and written in the form of field notes that clearly describe the learning process in the situation to be improved. Then the field notes are checked together to see the existing problems and what aspects need to be improved to solve the problems that occur in the learning process.

### (2) Action

The action was done as an idea in action that is used as the basis for the development of further actions, namely actions that are accompanied by an intention to optimal improvement.

### (3) Observing

Observation works to document the effect of related actions. The object of observation is the whole process of related actions, its effects (which are implemented

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<sup>21</sup> Pionir, J. (2013). *Classroom Action Research. I*, 107–114.



and not implemented). Observation in CAR is a data collection activity in the form of a learning process.

#### (4) Reflecting

Reflection is remembering and paying attention to a fixed action as intended was recorded in the observations. Reflection seeks to understand processes, problems, issues, and real obstacles to strategic action. Reflection is usually assisted by discussion among researchers and collaborators. Through discussion, reflection provides the basis for an improvement plan. Reflection (contemplation) is an activity of analysis, interpretation, and explanation (explanation) of all information obtained from observations on the implementation action.

#### ***D. Instrument of the Research***

The instrument of this research is one of grammar text. The researcher used the simple present tense to measure the students' capacity to understand the grammar specially in simple present tense before and after giving the action. The researcher gave the students questions that include 11 questions, 10 multiple choices and 1 essay grammar test.

#### ***E. The Procedure of Collecting Data***

There are some methods of collecting data, they are observation, interview, test, and discussion. In this case technique of data collection would be used in this research as follows:

##### **1) Planning:**

- a) Identify problems that arise in learning to write a language English.

- b) Formulate the problem.
- c) Take action I to determine English writing ability.
- d) Designing scenarios for the implementation of learning to write English with using multiple choice questions and written tests.
- e) Prepare learning support materials and facilities.
- f) Make instruments in the form of tests, observation sheets, and field notes for observing the course of learning to write English.
- g) Measuring students' ability in writing English after implementation of writing learning in cycle I.

## **2) Action**

- a) The use of the GTM method in cycle I was carried out according to planning.
- b) Explain GTM which is used for learning to write English.
- c) The application of learning simple present tense using the grammar translation-method.
- d) Provide example sentences "jokka ka massikola esso-esso" to explain the simple present tense in the application of GTM as learning to write English.
- e) Pay attention to the allocation time with the number of activities to be carried out.
- f) Anticipating problems by creating solutions to those problems.
- g) Provide a final test (Action) to measure the success of the action on cycle I & II.

## **3) Observation**

- a) Observing the learning situation, student behavior, and student reactions to use of GTM in improving students' understanding of simple present tense.

- b) Record every activity and changes that occur during the application of simple present tense as well as student responses to the use of GTM.
- c) Documenting in field notes.

#### **4) Reflection**

- a) Understand the processes, problems, and constraints encountered when implement actions.
- b) Describe in the form of field notes.
- c) Problems that need to be fixed.
- d) Reflecting by conducting interviews on student learning outcomes.

The results of the analysis carried out at this stage are used to planning activities in the next cycle. The result of successful action will be continue to be carried out while those that are less successful will be corrected in the cycle next.

#### ***F. The Technique of Data Analysis***

To find the scoring of the students' correct answers, the researcher used the formula below:

$$P = \frac{f}{N} \times 100\%$$

P = the percentage of observation score

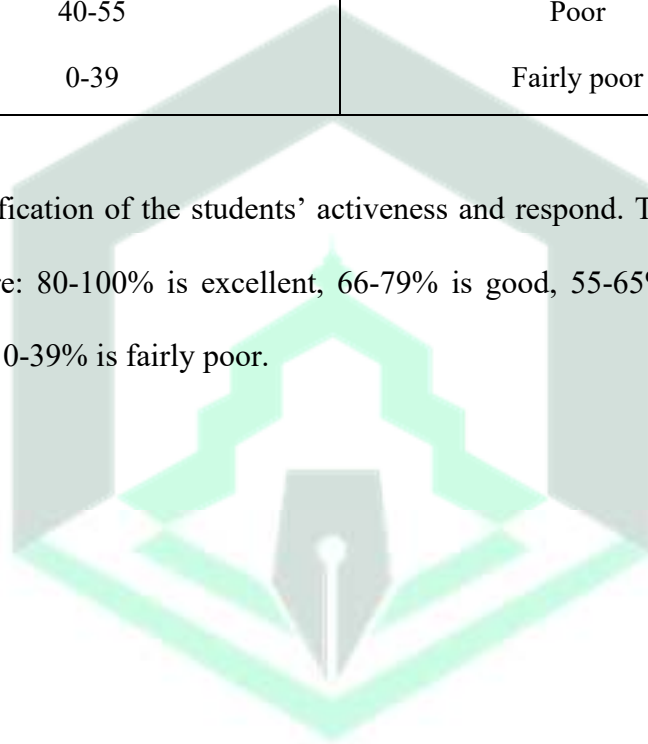
F = number of students' activeness scores in each indicator

N = number of all students in the class.

**Table 4.1 The Qualifications of the Students' Activeness and Respond  
The Percentage for Each Indicator**

Percentage	Criteria
80-100	Excellent
66-79	Good
55-65	Average
40-55	Poor
0-39	Fairly poor

The qualification of the students' activeness and respond. The percentage for each indicator are: 80-100% is excellent, 66-79% is good, 55-65% is average, 40-55% is poor and, 0-39% is fairly poor.



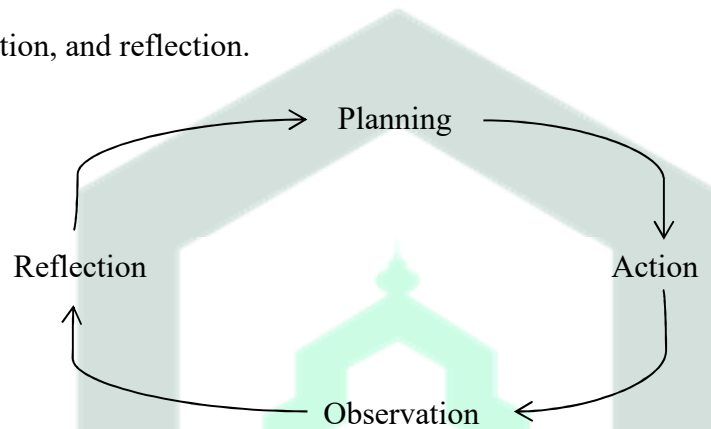
## CHAPTER IV

### RESEARCH FINDINGS

#### ***A. Findings***

##### **1. Findings of the First Cycle**

The first cycle based on the research consists of planning, actions, observation, and reflection.



Class action cycle developed by Kemmis and McTaggart.

#### **Cycle 1**

##### **a. Planning**

- 1) In this section, the researcher prepared the lesson and managing simple present tense that might be given to the students.
  
- 2) Make a lesson plan primarily based on the curriculum and arrange the material of the lesson plan it needs to be primarily based on the teaching simple present tense by using of the grammar-translation method.

- 3) Check the result once when they learn the the simple present tense by using grammar-translation method.

#### **b. Action**

The researcher offered the material of demanding the simple present tense to the students as follows:

##### 1) Introduction / Opening Class

- a) The researcher greets and pray before study and the researcher introduce her self.
- b) The researcher asks the students about their conditions and their readiness to follow the teaching and learning process.

##### 2) Running Class

- a) The researcher explain about Simple Present Tense and GTM.

The first, the researcher taught the simple present tense used of GTM. When the researcher taught the simple present tense, the researcher used of Indonesian as the intermediate language. Furthermore, when teaching simple present tense the researcher explained about function and rules of simple present tense when teaching GTM. 1) Simple present tense is a part of grammar, simple present tense expresses events or conditions that exist usually, commonly, and habitually, that exist now, have existed in the past and probably will exit in the future. 2) GTM is an method to teaching second languages that is primarily focused on translating passages the target language into the learners' native language.

- b) The students pay attention to the researcher that explain the topic.

During the researcher explanation, most of students pay attention to the lesson although there were students divided their focused outside of class and other confused about the material.

c) The researcher asked the students if there is something that has not understood by the researcher's explanation.

The students ask the question, " When we used do/does in simple present tense?." The researcher answer the question, " yes, that was a good question, well do/does used in interrogative and negative (verbal) sentence. We used do/does dependent on the subject.

Example: (?) Do I go to school everyday?

(-) I do not go to school everyday.

d) The researcher asked the students to prepare themselves to make a sentence in Indonesian and switch with their friend on the right side or on the left side.

e) Then, the students worked out the sentence their friend had made before about 5-10 minutes.

f) If the students have finished with their worksheet, the researcher ask the students to return their worksheet.

### 3) Closing Class

a) The researcher explained approximately the function and the structural form the material that has been taught.

- b) Before the researcher closing the class, the researcher giving the students motivation and say thank you to the students about their participation.
- c) And the last the researcher closing the class by saying *hamdalah*.

**c. Observation**

The researcher looked that the students were the activeness, reactions, and try to participated of the students that the researcher give some point to the students and the students of the class were 23.

- (1) The students activeness that the students active during learning of teaching process, such as activated at did their homework, actived ask and giving answer when the researcher ask the students.
- (2) The students reaction to the simple present tense and GTM were curious and enthusiastic because for them the simple present tense and GTM were something new and first learned by them
- (3) Try to participated, that the students tried for focus to the material because some of them enjoyed learn English and other do not like English because they think English was difficult.



**Table 4.2 Students' Grammar score Tests in First Cycle**

No	Respondent	Aspect of grammar test		Score
		Multiple Choices	Grammar	
1	S1	40	40	80
2	S2	40	30	70
3	S3	30	10	40
4	S4	40	30	70
5	S5	50	20	70
6	S6	40	20	60
7	S7	30	30	60
8	S8	30	20	50
9	S9	30	10	40
10	S10	20	20	40
11	S11	40	30	70
12	S12	40	20	60
13	S13	40	30	70
14	S14	30	20	50
15	S15	40	10	50
16	S16	20	10	30
17	S17	40	30	70
18	S18	50	30	80
19	S19	20	30	50
20	S20	20	20	40
21	S21	40	20	60
22	S22	30	10	40
23	S23	40	30	70
Total Score				1.320

The mean score of students test from the cycle 1:

$$P = \frac{f}{N} \times 100\%$$

$$= \frac{1.320}{23}$$

$$= 57.3\%$$

**Table 4.3 The Rate Percentage of Students' Score on the First Cycle**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	2	8%
Good	66-79	7	30%
Average	56-65	4	17%
Poor	40-55	9	39%
Fairly poor	0-39	1	1%

The table above shows that the students' score in the first cycle, there was 2 "Excellent" (8%), there was 7 "Good" (30%), 4 "Average" (17%), 9 "Poor" (39%), and 1 "Fairly poor" (4%).

**b. Reflection**

The researcher does data analysis about the learning process at this stage of reflection. The students' problem faced during the action as a follow:

- 1) The researcher does not have much time when going in action (limit of time),
- 2) The researcher lack of media,
- 3) The students less of vocabulary, and
- 4) The students do not know how to use of grammar form especially simple present tense form.

In this phase, the researcher and the teacher discussed the conclusion of implementing the action and also about the advantages and negatives of giving knowledge. Then, they tried to modify the action for students' Grammar (Simple

Present Tense) class could pass the KKM (76). Students who have successfully achieve KKM are only 38% while the indicator success of the test is the students have completed as much as 70%. Meanwhile, field notes showed that the teaching-learning activities have done well although some problems should be solved. From the reflecting phrase, there must be more efforts to improve students' in teaching simple present tense by using the Grammar Translation Method. It needed to be improved again in the next cycle.

## **2. Findings of the Second Cycle**

### **a) Planning**

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of the reflecting phase in the first cycle. The lesson plan which was used still related to teaching Simple Present Tense by using the Grammar Translation Method. The material is still related to multiple choices and essay tests but it is focused on the procedural form Simple Present Tense. However, there were some modifications in the second cycle; that was the researcher needed to give an interesting explanation by using cartoon videos related to the topic to the students in class. Besides that, the researcher still also prepared field notes to note the classroom activities, and also prepared the posttest 2 to collect the data.

### **b) Action**

The action of the second cycle was done on March 22<sup>nd</sup>, 2022.

1) Opening Class

- a) The researcher greets and ask the students to pay attentions
- b) The researcher check the students attendance list.

2) Running Class

- a) In the first meeting, the researcher introduce a topic about Simple Present Tense by using GTM and asked the students to make a sentence in their mother language. In the second meeting, the students were asked to work on questions that the researcher have prepared.

Example: - jokka ka massikola esso-esso (pergika sekolah setiap hari).

- b) That the students who were able to focus and pay attention to the researcher's explanation and when followed the grammar lesson enjoyed doing exercise. And the students answer the question of the researcher, ( I go to school everyday).
- c) Then, most of them were enthusiastic to choose their mother language (in Bahasa Indonesia not Baku, Bugis, Luwu, etc), and made a sentence by using GTM based on the topic given by the researcher.
- d) The researcher checked the students' work by walking to their table and giving explanations about the form of simple present tense. Then, it led to good feedback from students' responses in conveying their ideas, and students were helped by the researcher to comprehend the sentence.
- e) Next, the students did not give up when they found unfamiliar words because they could look them up in their dictionary as suggested by their teacher and the

researcher. In the second act of cycle two, the researcher was held on action 2 regarding students' grammar (Simple Present Tense) ability.

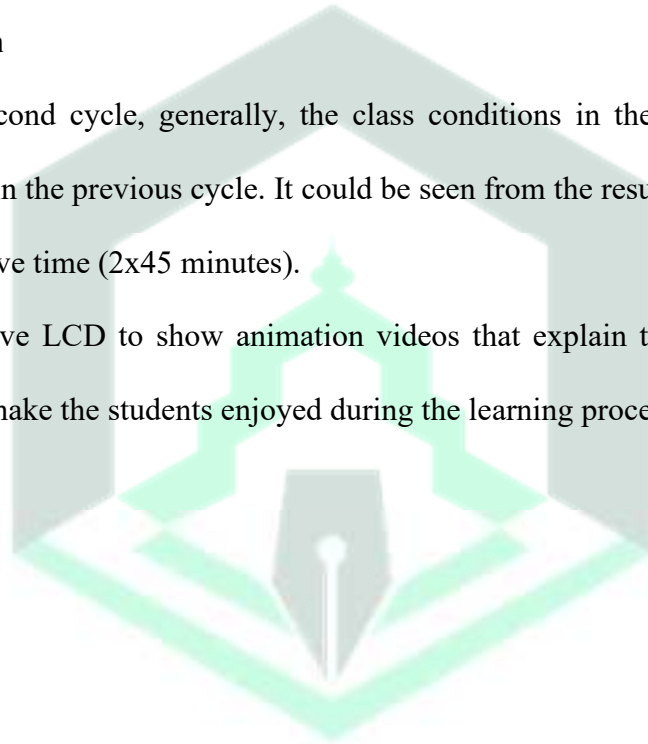
2) Closing Class

- a) The researcher give some suggestion to the students about simple present tense and GTM.
- b) The reseacher closing the class by saying *hamdalah*.

**c) Observation**

In the second cycle, generally, the class conditions in the learning process were better than in the previous cycle. It could be seen from the result of field notes:

- 1) Already have time (2x45 minutes).
- 2) Already have LCD to show animation videos that explain the simple present tense that make the students enjoyed during the learning process.



**Table 4.4 Students' Grammar score Tests in Second Cycle**

No	Respondent	Aspect of grammar test		Score
		Multiple Choices	Grammar	
1	S1	80	15	95
2	S2	70	10	90
3	S3	60	15	80
4	S4	80	5	90
5	S5	50	20	70
6	S6	60	15	75
7	S7	50	20	70
8	S8	70	10	80
9	S9	40	20	60
10	S10	50	25	75
11	S11	50	20	70
12	S12	60	20	80
13	S13	70	15	85
14	S14	50	25	75
15	S15	70	15	85
16	S16	70	10	80
17	S17	60	20	80
18	S18	90	5	95
19	S19	50	25	75
20	S20	70	10	80
21	S21	80	10	90
22	S22	80	10	90
23	S23	70	10	80
Total Score				1.850

Calculate the mean score of students' English skills in the first and second cycle:

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{1.850}{23} \\ &= 80,43 \% \end{aligned}$$

Based on table (4.4) shows that the students' scores increased in the second cycle. Where the mean score in the first cycle was 57.3% and in the second cycle increased to 80.43%.

**Table 4.5 The Rate Percentage of Students' Scores in the Second Cycle**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	15	65%
Good	66-79	17	30%
Average	56-65	1	4%
Poor	40-55	-	-
Fairly poor	0-39	-	-

The table (4.5) above shows that the students' score in the second cycle there was 15 "excellent" (65%), 17 "good" (30%), 1 "average" (4%), and none of students poor, or fairly poor.

**d) Reflection**

The reflection of Classroom Action Research (CAR) was carried out after getting the result of field notes and action 2. The researcher felt satisfied with how much their efforts to improve the students' Grammar ability had been realized. The result of action 2 showed that 80.43% of the students got a score above the KKM. Therefore, the researcher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementation of Classroom Action Research in teaching Simple Present Tense by using GTM was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as well as possible so that the grammar activities could be accomplished well.

### ***B. Discussions***

Based on several previous studies above, this research is in line with the author's research using GTM, especially learning tenses (Simple Present Tense). This media can improve students' grammar ability. It can be seen that the student's scores from cycle 1 (57.3%) and cycle 2 (80.43%) can be seen. In this case, the researcher divides the discussion into two parts part (1) the description of data analysis, which is intended to find out whether the Grammar Translation Method (GTM) can improve students understanding of teaching Simple Present Tense. This can be seen from the results of cycle 1 and cycle II. (2) Discussion about students' activities in learning Simple Present Tense by using the Grammar Translation Method (GTM) can be analyzed from the results of the text in cycle II, students' abilities in learning activities were more enthusiastic. It can be proven that GTM is effective in teaching Simple Present Tense in the First Year of SMPN 2 Burau.

From the percentage, practice, and frequency of cycle 1 and cycle 2, the researcher showed that before being action, students learning achievement was not good. It is proven that there are 2 (8%) students who get a moderately bad score and 7



(30%) students who get bad grades, there are 4 (17%) students who get an average score and there is 9 (39%) who get good grades and only 1 (4%) score excellent. After being given treatment, a student's achievement in the structure is classified as good, excellent and average. It was proven that 15 students (80-100%) got excellent, 17 students (66-79%) got good grades, and 1 student (56-65%) got average.

In addition, the researcher encountered some difficulties that the researcher faced during in Grammar class, such as:

1. Some students feel bored when the class is running out.
2. Students are still shy to speak in front of their friends.
3. For the section classes, the time is very short.
4. The students have difficulty speaking English due to a lack of vocabulary and lack of practice.

Finally, from the research significance value, it can be concluded that cycle 1 (57.3%) and cycle 2 (80.43%). This means that there is a significant difference between the result of cycle 1 and cycle 2. According to the descriptive above, cycle 2 is higher than cycle 1 so in this study, there is a significant difference between students' grammar ability in cycle 1 and cycle 2.

It is in line with Khaerunnisa (2017) Primarily based on the result, GTM was capable of give an impact in getting to know simple present tense at the second-years students of MTS Al-Muwahidin Lelede, Kediri. It became visible from the result of the pre-test and post-test. The conclusion is that the usage of GTM gave an effect on getting to know simple present tense among in second years students of MTs Al-

Muwahidin Lelede, Kediri. Based on the results of the observations, it was proven that the students gave a positive statement about the use of GTM in teaching Simple Present Tense.<sup>22</sup>

In line with Khan, Abdul Bari, Mansoor, Hafiza Sana (2018) primarily based on their result GTM proved a helping tool. GTM is also called the 'Classical Method', it is the oldest method used for learning foreign languages but still widely used, so its importance cannot be denied. No doubt, it does not play a greater role in improving listening and speaking skills of a language but is proved through the opinions of college level students that GTM is extremely helpful in developing and enhancing the other skills of a language: reading and writing.<sup>23</sup>

However, Rizky Mirani Desi Pratama, Yulia Hardyanti, Noer Hikmah (2017) GTM is applied in teaching simple past tense through cue cards and games, those media are chosen because the students in foundation level consist of students fourth until sixth grade elementary school that made the students enjoy. Based on the theory, the writer uses both English as target language and Bahasa as source language or mother tongue<sup>24</sup>.

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<sup>22</sup> Khaerunnisa. (2018). *The Effectiveness of Using GTM to Improve Students' Understanding in Simple Present Tense: An Experimental Study at the Second Year Student of Mts Al-Muwahidin Lelede, Kediri in Academic Year 2017/2018*.

<sup>23</sup> Khan, A. B., & Mansoor, H. S. (2018). The Effectiveness of Grammar Translation Method in Teaching and Learning of English Language at Intermediate Level. *Abdul Bari Khan et Al. International Journal of Institutional & Industrial Research ISSN: 2456- 1274, Vol. 1*(Issue 1, Jan-April 2016), pp.22-25.

<sup>24</sup> Rizky Mirani Desi Pratama, Yulia Hardyanti, N. H. (2017). *PROGRESSIVE Vol . XII , No . 2 September 2017 ISSN : 1979-4975 PROGRESSIVE Vol . XII , No . 2 September 2017. XII(2)*.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the description in chapter IV, it is concluded that the effect of teaching Simple Present Tense by using the Grammar Translation Method (GTM) can be achieved by motivating students at the first year of SMPN 2 Burau before and after the researcher starts the lesson. It can be proved by the following fact:

1. The improvement could be seen in the increase of students' mean grammar scores from 57.3% in the first cycle to 80.43% in the second cycle.
2. The result of field notes, showed that the class condition during the teaching and learning process creates a positive atmosphere in the classroom, and also makes students creative in finding the ideas.

Giving attention to students besides that students feel comfortable in learning activities, such as: giving awards to students who are successful in the learning process, giving feedback, answering the question from the researcher, and avoiding negative comments for students because that makes the students down.

#### B. Suggestions

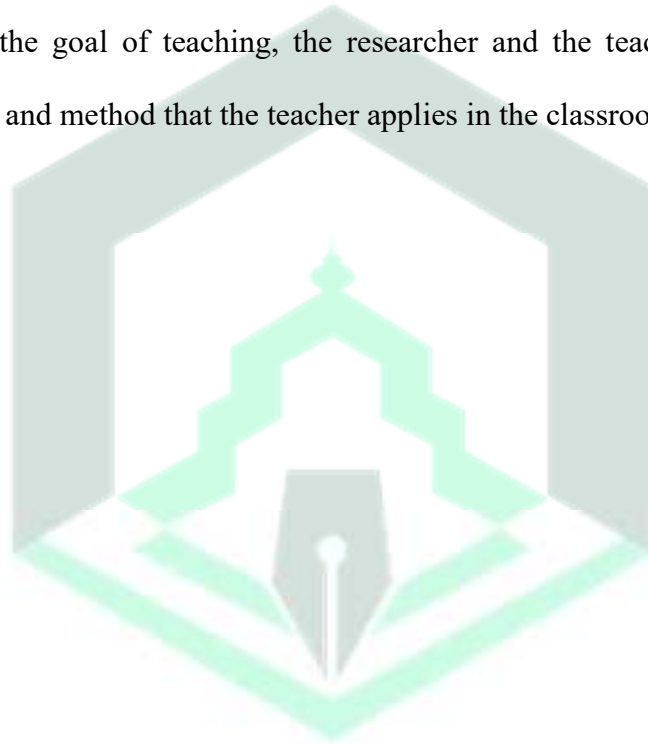
Based on the conclusions above, the researcher would like to put forward some suggestions such as:

- (1) After the researcher carried out the research, the researcher concludes that the Grammar Translation Method (GTM) could improve students' Grammar ability.

Regarding the subject of the CAR, the researcher suggests that the teacher should use various techniques in the classroom because it can motivate their students and they will not get bored easily especially implementing the Grammar Translation Method (GTM) as an alternative strategy in teaching Simple Present Tense.

(2) The researcher and the teacher should keep motivating students to learn English, and

(3) To achieve the goal of teaching, the researcher and the teacher should adapt between material and method that the teacher applies in the classroom.



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**S E C - D N P P A**



## Appendix 1 : pre-observation

### Multiple Choices

Name:.....

1. Budi \_\_\_ his aquarium once a week.
  - a. To clean
  - b. Clean
  - c. Cleans
  - d. Cleaning
  
2. Safira \_\_\_ always \_\_\_ at the restaurant every Saturday night.
  - a. Do not, eats
  - b. Does not, eat
  - c. Do not, ate
  - d. Does not, ate
  
3. \_\_\_ they \_\_\_ a Habibie & Ainun movie in theater?
  - a. Do, saw
  - b. Do, see
  - c. Do, seen
  - d. Do, seeing
  
4. My mother and I \_\_\_ to market to buy vegetables every morning.
  - a. Go
  - b. Goes
  - c. Went
  - d. Gone
  
5. He and she \_\_\_ not pay attention of teacher's announcement.
  - a. Do
  - b. Does
  - c. See
  - d. Listening
  
6. On 17th August, we always \_\_\_ our independence day in city park.
  - a. Celeberate
  - b. Celeberates
  - c. Celeberating
  - d. Do celebrate
  
7. Every morning, my mother always \_\_\_ me up on 5 a.m.
  - a. Waken
  - b. Wake
  - c. Woke
  - d. Wakes



8. We always \_\_\_ on karaoke twice a month.

- a. Sang
- b. Sings
- c. Sing
- d. Sung

9. You are prohibited to use this bicycle, because it \_\_\_ broken.

- a. Are
- b. Is
- c. Do
- d. Does

10. I \_\_\_ not \_\_\_ pork because I am a moslem.

- a. Does, eat
- b. Do, ate
- c. Do, eat
- d. Do, eaten

11. Jokka massikola esso-esso.



## Appendix 2: Observation

### Multiple choices

Name:.....

1. She does not ... to school everyday.  
a. Went                      c. Go  
b. Going                     d. Goes
2. I and my friends ... in library. We read some books.  
a. am                         c. have  
b. is                          d. are
3. She ... not work because she has flu.  
a. is                         c. do  
b. does                      d. be
4. Alina ... song every night.  
a. sings                     c. is  
b. sing                      d. does
5. My father ... tea every morning.  
a. drink                     c. drinking  
b. drinks                    d. is
6. They ... a test every week.  
a. does                      c. are  
b. has                        d. have
7. Dolph: Please call me if you need.  
Jack: No. I ... need your help.  
a. do not                    c. not  
b. does                      d. am not
8. She is a student. She ... at school.  
a. studying                c. studies  
b. study                     d. does
9. We ... soccer match.  
a. do                         c. watches  
b. watching                d. watch

10. My brother rides a bike to school ...
- |              |              |
|--------------|--------------|
| a. every day | c. next week |
| b. last day  | d. next time |

11. MANRE KA OTTI



**Appendix 3: Lesson Plan (RPP)**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

<b>CLASS/LEVEL</b>	VII
<b>TOPIC</b>	Simple Present Tense
<b>OBJECTIVES</b>	Meningkatkan pengetahuan simple present tense
<b>VOCABULARIES</b>	
<b>MATERIALS</b>	- Spidol - Papan tulis
<b>TIME</b>	2 x 45 menit
<b>Pertemuan</b>	1-2

<b>Materi/Subject</b>	<b>Interaction</b>	<b>Procedure</b>	<b>Time</b>
1. Planning/ Preparation	Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa.	-Menyiapkan instrument yang dipakai dalam proses pembelajaran. Seperti: spidol, buku, kertas dan lain-lain.	20 menit
2. Action	- Guru menjelaskan pengertian tentang simple present tense dan Grammar Translation Method “ Ok. Today I will explain about simple present tense” -Guru meminta beberapa siswa maju kedepan untuk mengganti kata yang	Simple present tense adalah jenis tenses untuk menyatakan sesuatu yang terjadi secara berulang kali (telah menjadi kebiasaan) atau permanen, pernyataan atau suatu hal yang selalu	45 menit

	<p>salah dengan jawaban yang benar</p> <ul style="list-style-type: none"> <li>- Budi <u>studies</u> English yesterday</li> <li>- We <u>watch</u> movie last week</li> <li>- I <u>were</u> very busy last night</li> </ul>	<p>benar. Simple present di bagi menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal untuk simple present ini yaitu: adverb of time (keterangan waktu) dan adverb of frequency (keterangan pengulangan).</p> <p>-Adverb of time : every day, every week, every month, every year, every/each, in the morning, at seven, once/twice a day, here/there.</p> <p>-Adverb of frequency: always, as a rule, ever, seldom, often, nowadays, once in a while, sometimes, frequently, generally, commonly, normally, dll</p> <p>1. Guru menjelaskan rumus</p>	
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		<p>tentang simple present tense</p> <p>Adapun rumus dari simple present untuk kalimat verbal positive nya yaitu: S + Verb 1+s/es + object.</p> <p>Sedangkan kalimat verbal negative nya yaitu : S+ DO/DOES+ NOT+ VERB 1+O</p> <p>Kalimat nominal positive nya yaitu : S +to be (am, is are)+complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I menggunakan to be (am) she,he, it atau singular itu menggunakan (is) sedangkan You,we,they atau plural/jamak menggunakan (are), sedangkan kalimat negative nominal yaitu: S + TO BE (AM, IS, ARE) + NOT + O.</p> <p><b>2.</b> Guru memberikan contoh tentang simple present tense</p>	
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		<p>Contoh dari simple present verbal :</p> <ul style="list-style-type: none"> <li>- They play volleyball every Sunday.</li> <li>- Nina goes to school every day.</li> <li>- Haechan works hard.</li> </ul> <p>Sedangkan contoh dari simple present nominal yaitu</p> <ul style="list-style-type: none"> <li>- I am a clever student.</li> <li>- Jane is a chubby girl.</li> </ul> <p>3. Guru menjelaskan perbedaan irregular dan regular verbs</p> <p>“ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.</p> <p>Contoh regular verb :</p> <ul style="list-style-type: none"> <li>- Accept/ accepted</li> <li>- Believe/ believed</li> <li>- Borrow /borrowed</li> <li>- Cook /cooked</li> </ul> <p>sedangkan irregular verb</p>	
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<p>3. Observation</p>	<p>-Guru memberikan tugas kepada siswa untuk membuat contoh simple present tense dalam bentuk verbal positive, negative, dan interrogative.</p> <p>-Guru menanyakan siswa apakah siswa memahami materi yang telah</p>	<p>contohnya</p> <ul style="list-style-type: none"> <li>- Arise /arose /arisen</li> <li>- Understand /understood /understood</li> <li>- Wear /wore /worn</li> </ul> <p>Go/ went /gone.</p> <p>-Guru menjelaskan pengertian GTM: GTM yaitu metode yang digunakan untuk menerjemahkan dari bahasa ibu ke bahasa yang ingin diterjemahkan.</p> <p>Siswa mengganti kata yang di arahkan oleh guru:</p> <ul style="list-style-type: none"> <li>- Budi <u>studies</u> English every Monday.</li> <li>- We <u>watch</u> movie today</li> <li>- I <u>am</u> very busy every week.</li> </ul> <p>- Siswa mengerjakan tugas yang di berikan oleh guru.</p> <p>-Siswa merespon guru dengan mengerjakan tugas yang diberikan.</p>	<p>15 minutes</p>
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4. Reflection	<p>dijelaskan.</p> <ul style="list-style-type: none"> <li>- Guru menanyakan pendapat siswa dan guru tentang pelajaran grammar khususnya Simple Present Tense.</li> <li>- Guru menutup proses pembelajaran dengan berdoa dan salam.</li> </ul>	<ul style="list-style-type: none"> <li>-Sebagian siswa merasa bahwa belajar grammar khususnya Simple Present Tense sangat menarik dan menyenangkan serta memiliki rasa keingintahuan lebih dalam mempelajari grammar khususnya Simple Present Tense. Dan guru memiliki ide tambahan dalam mengajar Grammar.</li> <li>- siswa merespon guru dengan salam.</li> </ul>	10 menit
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<b>CLASS/LEVEL</b>	VII
<b>TOPIC</b>	Simple Present Tense
<b>OBJECTIVES</b>	Meningkatkan pengetahuan simple present tense
<b>VOCABULARIES</b>	
<b>MATERIALS</b>	- Spidol - Papan tulis
<b>TIME</b>	1 x 45 menit
<b>Pertemuan</b>	3

<b>Materi/Subject</b>	<b>Interaction</b>	<b>Procedure</b>	<b>Time</b>
1. Planning/ Preparation	Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran.	-Menyiapkan instrument yang dipakai dalam proses pembelajaran. Seperti: spidol, buku, kertas dan lain-lain.	5 menit
2. Action	- Peneliti menjelaskan pengertian tentang simple present tense (Nominal positive dan negative) dan Grammar Translation Method “ Ok. Today I will explain about simple present tense” -Peneliti meminta beberapa siswa maju kedepan untuk mengganti kata	Simple present tense adalah jenis tenses untuk menyatakan sesuatu yang terjadi secara berulang kali (telah menjadi kebiasaan) atau permanen, pernyataan atau suatu hal yang selalu benar. Simple present di bagi	25 menit

	<p>yang salah dengan jawaban yang benar</p> <ul style="list-style-type: none"> <li>- Lina is sweet girl.</li> <li>- My friends are not wicked</li> </ul>	<p>menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal untuk simple present ini yaitu: adverb of time (keterangan waktu) dan adverb of frequency (keterangan pengulangan).</p> <p>-Adverb of time : every day, every week, every month, every year, every/each, in the morning, at seven, once/twice a day, here/there.</p> <p>-Adverb of frequency: always, as a rule, ever, seldom, often, nowadays, once in a while, sometimes, frequently, generally, commonly, normally, dll</p> <p>4. Guru menjelaskan rumus tentang simple present</p>	
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		<p>tense</p> <p>Adapun rumus dari simple present untuk kalimat verbal positive nya yaitu: S + Verb 1+s/es + object.</p> <p>Sedangkan kalimat verbal negative nya yaitu : S+ DO/DOES+ NOT+ VERB 1+O</p> <p>Kalimat nominal positive nya yaitu : S +to be (am, is are)+complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I menggunakan to be (am) she,he, it atau singular itu menggunakan (is) sedangkan You,we,they atau plural/jamak menggunakan (are), sedangkan kalimat negative nominal yaitu: S + TO BE (AM, IS, ARE) + NOT + O.</p> <p>5. Guru memberikan contoh tentang simple present tense</p> <p>Contoh dari simple</p>	
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		<p>present verbal :</p> <ul style="list-style-type: none"><li>- They play volleyball every Sunday.</li><li>- Nina goes to school every day.</li><li>- Haechan works hard.</li></ul> <p>Sedangkan contoh dari simple present nominal yaitu</p> <ul style="list-style-type: none"><li>- I am a clever student.</li><li>- Jane is a chubby girl.</li></ul> <p>6. Guru menjelaskan perbedaan irregular dan regular verbs “ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan. Contoh regular verb :</p> <ul style="list-style-type: none"><li>- Accept/ accepted</li><li>- Believe/ believed</li><li>- Borrow /borrowed</li><li>- Cook /cooked</li></ul> <p>sedangkan irregular verb contohnya</p>	
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<p>3. Observation</p>	<p>-Guru memberikan tugas kepada siswa untuk membuat contoh simple present tense dalam bentuk nominal positive.</p> <p>-Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan.</p>	<ul style="list-style-type: none"> <li>- Arise /arose /arisen</li> <li>- Understand /understood /understood</li> <li>- Wear /wore /worn</li> </ul> <p>Go/ went /gone.</p> <p>-Guru menjelaskan pengertian GTM: GTM yaitu metode yang digunakan untuk menerjemahkan dari bahasa ibu ke bahasa yang ingin diterjemahkan.</p> <p>Siswa mengganti kata yang di arahkan oleh guru:</p> <ul style="list-style-type: none"> <li>- Budi <u>studies</u> English every Monday.</li> <li>- We <u>watch</u> movie today</li> <li>- I <u>am</u> very busy every week.</li> </ul> <p>- Siswa mengerjakan tugas yang di berikan oleh guru.</p> <p>-Siswa merespon guru dengan mengerjakan tugas yang diberikan.</p>	<p>10 minutes</p>
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4. Reflection	<ul style="list-style-type: none"> <li>- Guru menanyakan pendapat siswa dan guru tentang pelajaran grammar khususnya Simple Present Tense (Nominal positive dan negative).</li>   <li>- Guru menutup proses pembelajaran dengan berdoa dan salam.</li> </ul>	<p>-Sebagian siswa merasa bahwa belajar grammar khususnya Simple Present Tense sangat menarik dan menyenangkan serta memiliki rasa keingintahuan lebih dalam mempelajari grammar khususnya Simple Present Tense. Dan guru memiliki ide tambahan dalam mengajar Grammar.</p> <p>- siswa merespon guru dengan salam.</p>	5 menit
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<b>CLASS/LEVEL</b>	VII
<b>TOPIC</b>	<b>Simple Present Tense</b>
<b>OBJECTIVES</b>	<b>Meningkatkan pengetahuan simple present tense</b>
<b>VOCABULARIES</b>	
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- Spidol</li> <li>- Papan tulis</li> </ul>
<b>TIME</b>	<b>1 x 45 menit</b>
<b>Pertemuan</b>	<b>4</b>

Materi/Subject	Interaction	Procedure	Time
1. Planning/ Preparation	Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran.	-Menyiapkan instrument yang dipakai dalam proses pembelajaran. Seperti: spidol, buku, kertas dan lain-lain.	5 menit
2. Action	<ul style="list-style-type: none"> <li>- Peneliti menjelaskan pengertian tentang simple present tense (Nominal positive dan negative) dan Grammar Translation Method “ Ok. Today I will explain about simple present tense”</li> <li>-Peneliti meminta beberapa siswa maju kedepan untuk mengganti kata</li> </ul>	Simple present tense adalah jenis tenses untuk menyatakan sesuatu yang terjadi secara berulang kali (telah menjadi kebiasaan) atau permanen, pernyataan atau suatu hal yang selalu benar. Simple present di bagi	25 menit



	<p>yang salah dengan jawaban yang benar</p> <p>- is Lina a sweet girl?</p> <p>- are my friends wicked?</p>	<p>menjadi 2 bentuk kalimat yaitu verbal dan nominal, verbal jika kalimat di dalamnya menggunakan kata kerja sedangkan nominal jika kalimat di dalamnya tidak menggunakan kata kerja”.</p> <p>Adapun time signal untuk simple present ini yaitu: adverb of time (keterangan waktu) dan adverb of frequency (keterangan pengulangan).</p> <p>-Adverb of time : every day, every week, every month, every year, every/each, in the morning, at seven, once/twice a day, here/there.</p> <p>-Adverb of frequency: always, as a rule, ever, seldom, often, nowadays, once in a while, sometimes, frequently, generally, commonly, normally, dll</p> <p>7. Guru menjelaskan rumus tentang simple present</p>	
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		<p>tense</p> <p>Adapun rumus dari simple present untuk kalimat verbal positive nya yaitu: S + Verb 1+s/es + object.</p> <p>Sedangkan kalimat verbal negative nya yaitu : S+ DO/DOES+ NOT+ VERB 1+O</p> <p>Kalimat nominal positive nya yaitu : S +to be (am, is are)+complement dalam kalimat nominal kita harus memperhatikan subjectnya jika I menggunakan to be (am) she,he, it atau singular itu menggunakan (is) sedangkan You,we,they atau plural/jamak menggunakan (are), sedangkan kalimat negative nominal yaitu: S + TO BE (AM, IS, ARE) + NOT + O.</p> <p><b>8.</b> Guru memberikan contoh tentang simple present tense</p> <p>Contoh dari simple</p>	
--	--	--	--

		<p>present verbal :</p> <ul style="list-style-type: none"> <li>- They play volleyball every Sunday.</li> <li>- Nina goes to school every day.</li> <li>- Haechan works hard.</li> </ul> <p>Sedangkan contoh dari simple present nominal yaitu</p> <ul style="list-style-type: none"> <li>- I am a clever student.</li> <li>- Jane is a chubby girl.</li> </ul> <p>9. Guru menjelaskan perbedaan irregular dan regular verbs  “ kata kerja di bagi menjadi 2 jenis yaitu regular dan irregular verb. Regular verb adalah kata kerja beraturan dan irregular verb kata kerja yang tidak beraturan.  Contoh regular verb :</p> <ul style="list-style-type: none"> <li>- Accept/ accepted</li> <li>- Believe/ believed</li> <li>- Borrow /borrowed</li> <li>- Cook /cooked</li> </ul> <p>sedangkan irregular verb contohnya</p>	
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<p>3. Observation</p>	<p>-Guru memberikan tugas kepada siswa untuk membuat contoh simple present tense dalam bentuk nominal interrogative.</p> <p>-Guru menanyakan siswa apakah siswa memahami materi yang telah dijelaskan.</p>	<ul style="list-style-type: none"> <li>- Arise /arose /arisen</li> <li>- Understand /understood /understood</li> <li>- Wear /wore /worn</li> </ul> <p>Go/ went /gone.</p> <p>-Guru menjelaskan pengertian GTM: GTM yaitu metode yang digunakan untuk menerjemahkan dari bahasa ibu ke bahasa yang ingin diterjemahkan.</p> <p>Siswa mengganti kata yang di arahkan oleh guru:</p> <ul style="list-style-type: none"> <li>- Budi <u>studies</u> English every Monday.</li> <li>- We <u>watch</u> movie today</li> <li>- I <u>am</u> very busy every week.</li> </ul> <p>- Siswa mengerjakan tugas yang di berikan oleh guru.</p> <p>-Siswa merespon guru dengan mengerjakan tugas yang diberikan.</p>	<p>10 minutes</p>
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4. Reflection	<ul style="list-style-type: none"> <li>- Guru menanyakan pendapat siswa dan guru tentang pelajaran grammar khususnya Simple Present Tense (Nominal interrogative).</li> <li>- Guru menutup proses pembelajaran dengan berdoa dan salam.</li> </ul>	<p>-Sebagian siswa merasa bahwa belajar grammar khususnya Simple Present Tense sangat menarik dan menyenangkan serta memiliki rasa keingintahuan lebih dalam mempelajari grammar khususnya Simple Present Tense. Dan guru memiliki ide tambahan dalam mengajar Grammar.</p> <p>- siswa merespon guru dengan salam.</p>	5 menit
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

**Produce :** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Appendix 4:

Name: Prayogo Purnomo 21  
MANT. REVON GURUKO-14

**Multiple Choices**

✓ 1. Budi \_\_\_ his aquarium once a week.  
a. To clean                    ✗ Cleans  
b. Clean                        d. Cleaning

✓ 2. Safim \_\_\_ always \_\_\_ at the restaurant every Saturday night.  
a. Do not, eats                c. Do not, ate  
✗ b. Does not, eat              d. Does not, ate

✓ 3. \_\_\_ they \_\_\_ a Habibie & Aiman movie in theater?  
a. Do, saw                      c. Do, seen  
✗ b. Do, see                      d. Do, seeing

✗ 4. My mother and I \_\_\_ to market to buy vegetables every morning.  
✗ a. Go                            c. Went  
✗ b. Goes                         d. Gone

✗ 5. He and she \_\_\_ not pay attention of teacher's announcement.  
✗ a. Do                            c. See  
✗ b. Does                         d. Listening

✗ 6. On 17th August, we always \_\_\_ our independence day in city park.  
✗ a. Celebrate                    c. Celebrating  
b. Celebrates                 ✗ Do celebrate

✓ 7. Every morning, my mother always \_\_\_ me up on 5 a.m.  
a. Waken                        c. Wake  
b. Wake                         ✗ Wakes

✗ 8. We always \_\_\_ on karaoke twice a month.  
a. Sang                         ✗ c. Sing  
✗ b. Sings                        d. Sung

✗ 9. You are prohibited to use this bicycle, because it \_\_\_ broken.  
a. Are                            ✗ Do  
✗ b. Is                              d. Does

✓ 10. I \_\_\_ not \_\_\_ pork because i am a moslem.  
a. Does, eat                    ✗ Do, eat  
b. Do, ate                        d. Do, eaten

Multiple Choices

Name: - FLABIA AKRIZALHYA  
- ALP AL-GINA

- ✓ 1. Judi \_\_\_ his aquarium once a week.  
a. To clean                       c. Cleans  
b. Clean                         d. Cleaning
- ✓ 2. Sufis \_\_\_ always \_\_\_ at the restaurant every Saturday night.  
a. Do not, eat                      c. Do not, ate  
 b. Does not, eat                      d. Does not, ate
- ✓ 3. \_\_\_ they \_\_\_ a Habibi & Aina movie in theater?  
a. Do, see                         c. Do, seen  
 b. Do, see                         d. Do, seeing
4. My mother and I \_\_\_ to market to buy vegetables every morning.  
a. Go                                c. Went  
 b. Goes                                d. Gone
5. He and she \_\_\_ not pay attention of teacher's announcement.  
 a. Do                                c. See  
b. Does                                d. Listening
6. On 17th August, we always \_\_\_ our independence day in city park.  
 a. Celebrate                        c. Celebrating  
 b. Celebrates                        d. Do celebrate
7. Every morning, my mother always \_\_\_ me up on 5 am.  
 a. Waken                            c. Wake  
 b. Wake                                d. Wakes
8. We always \_\_\_ on karaoke twice a month.  
 a. Sing                                c. Sing  
 b. Sings                                d. Sung
9. You are prohibited to use this bicycle, because it \_\_\_ broken.  
 a. Are                                c. Do  
 b. Is                                    d. Does
10. I \_\_\_ not \_\_\_ park because I am a muslim.  
 a. Does, eat                        c. Do, eat  
 b. Do, ate                                d. Do, eaten

Multiple Choices

1. Budi \_\_\_ his aquarium once a week.  
× a. To clean                      c. Cleans  
b. Clean                            ✗ Cleaning
- × 2. Safira \_\_\_ always \_\_\_ at the restaurant every Saturday night.  
✗ Do not, eats                      c. Do not, ate  
b. Does not, eat                    d. Does not, ate
- × 3. \_\_\_ they \_\_\_ a Habibie & Ainun movie in theater?  
a. Do, saw                          c. Do, seen  
b. Do, see                           ✗ Do, seeing
- ✓ 4. My mother and I \_\_\_ to market to buy vegetables every morning.  
✗ Go                                    c. Went  
b. Goes                                d. Gone
- × 5. He and she \_\_\_ not pay attention of teacher's announcement.  
a. Do                                  ✗ See  
b. Does                                d. Listening
- × 6. On 17th August, we always \_\_\_ our independence day in city park.  
a. Celebrate                          c. Celebrating  
✗ Celebrates                        d. Do celebrate
- × 7. Every morning, my mother always \_\_\_ me up on 5 a.m.  
a. Waken                              c. Woke  
✗ Wake                                ✗ d. Wakes
- ✓ 8. We always \_\_\_ on karaoke twice a month.  
a. Sang                                ✗ Sing  
b. Sings                                d. Sung
- ✓ 9. You are prohibited to use this bicycle, because it \_\_\_ broken.  
✗ Are                                    c. Do  
✗ Is                                        d. Does
- ✓ 10. I \_\_\_ not \_\_\_ pork because I am a moslem.  
a. Does, eat                          ✗ Do, eat  
b. Do, ate                                d. Do, eaten

Name: ~~Ridha Rasya Tri Febri~~  
- MUM. RASYA TRI FEBRI 2001  
- MUM. RIDHA  
- MUM. SUSILO



Memoria M

Mamre ka otti

- (+) I eat banana
- (-) I do not eat banana
- (?) Do I eat banana?

Multiple choices

Name: Yusra I  
and  
Deila alahjuni

- × 1. She does not ... to school everyday.  
× Went                    × Go  
b. Going                d. Goes
- ✓ 2. My friends ... in library. We read some books.  
a. am                    c. have  
b. is                      × are
- × 3. She ... not work because she has flu.  
a. is                      × do  
→ b. does                d. be
- × 4. Alina ... song every night.  
→ a. sings                c. is  
× sing                    d. does
- ✓ 5. My father ... tea every morning.  
a. drink                × drinking  
→ b. drinks              d. is
- ✓ 6. They ... <sup>have</sup> a test every week.  
a. does                × are  
b. has                    d. have
- ✓ 7. Dolph: Please call me if you need.  
Jack: No, I ... need your help.  
→ × do not                c. not  
b. does                    d. am not
- ✓ 8. She is a student. She ... at school.  
a. studying            × studies  
b. study                d. does
9. We ... soccer match.  
a. do                      c. watches  
× watching              → d. watch
- ✓ 10. My brother rides a bike to school ...  
× every day              c. next week  
b. last day                d. next time

### Multiple choices

- ✓ 1. She does not ... to school everyday.  
a. Went                     c. Go  
b. Going                    d. Goes
- ✗ 2. My friends ... in library. We read some books.  
a. am                         b. have  
b. is                          d. are
- ✓ 3. She ... not work because she has flu.  
a. is                          c. do  
 d. does                     d. be
- ✗ 4. Alina ... song every night.  
 a. sings                    c. is  
b. sing                      d. does
- ✓ 5. My father ... tea every morning.  
a. drink                     c. drinking  
 d. drinks                   d. is
- ✓ 6. They ... a test every week.  
a. does                      b. are  
b. has                       d. have
- ✓ 7. Dolph: Please call me if you need.  
Jack: No. I ... need your help.  
 a. do not                   c. not  
b. does                     d. am not
- ✓ 8. She is a student. She ... at school.  
a. studying                 b. studies  
b. study                     d. does
- ✓ 9. We ... soccer match.  
a. do                         c. watches  
b. watching                d. watch
- ✓ 10. My brother rides a bike to school ...  
 a. every day               c. next week  
b. last day                   d. next time

Name: Ólivia Zygáta P. 111

and

MUR Káryta

Mauka Porgi Sekolah = ~~I want go to school~~ ~~Bakom baggris~~

Mauka Handi - mauka cemas

~~I want go to school~~

↓  
Mau ~~to~~ ~~to~~ ~~to~~ Sekolah

(+) I ~~want~~ go to school

(-) ~~I want~~ I don't go to school

(?) do I go to school?

(+) I take a bath

(-) I don't take a bath

(?) do I take ~~a~~ a bath?



**Appendix 4: Documentations**











**PEMERINTAH KABUPATEN LUWU TIMUR**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Jl. Soekarno-Hatta No. 01/12345 777 56  
 email : kpph@luwu.timorkab.go.id | website : dpa.tatap.luwutimorkab.go.id  
 MALILI, 92981

Mallu, 24 Februari 2022

Nomor : 045/011/DPMD/TPP-11/2022  
 Lampiran : -  
 Perihal : GSI Pendidikan

Kepada  
 Yth. Kepala SMP Negeri 2 Burau  
 D  
 Kab. Luwu Timur

Merupakan Surat Rekomendasi Tim Teknis Tanggal 24 Februari 2022 Nomor 045/Kesbang/PA/02022, tentang Tim Pendidikan.

Dengan ini dibagikan salinan yang terdapat namanya di bawah ini :

Nama : **RASLINA**  
 Alamat : Ds. Lingsar, Km. 10, Burau, Kab. Burau  
 Tanggal / lahir : 24 Juni 1990  
 Pekerjaan : Peternak/Mahasiswa  
 Nomor Telpun : 082300091777  
 Nomor Induk Mahasiswa : 1710020007  
 Program Studi : Pendidikan Bahasa Inggris  
 Lembaga : INSTITUT ADAMA ISLAM NEGERI PALOPO

Berikut ini merupakan Peneliti dan pembimbing di Burau/Bu sebagai syarat penastipunan Skripsi dengan judul :

**"THE EFFECTIVENESS OF TEACHING SIMPLE PRESENT TENSE BY USING GRAMMAR TRANSLATION METHOD (GTM) AT FIRST YEAR OF SMPN 2 BURAU"**

Mula : 24 Februari 2022 s.d. 24 Maret 2022

Selanjutnya pemerintah di atas, pada pelaksanaan Pemerintah Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan penelitian, kepada yang bersangkutan harus melapor kepada pemerintah setempat.
2. Penelitian harus menyimpang dari izin yang diberikan.
3. Menjalani semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat istiadat setempat.
4. Menyampaikan 1 (satu) contoh salin hasil Laporan Kegiatan\* kepada Induk Desa / (satu) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan Proteksi Kabupaten Luwu Timur.
5. Surat izin akan dibatal kembali dan ditertarikan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian kesempatan untuk diketahui.



- Tersedia di website sebagai berikut :
1. Bupati Luwu Timur, Soekarno-Hatta No. 01/12345 777 56
  2. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
  3. Kepala Dinas Komunikasi dan Informatika
  4. Kepala Dinas Pendidikan dan Kebudayaan
  5. Kepala INSTITUT ADAMA ISLAM NEGERI PALOPO di Burau
  6. Kepala Burau





PEMERINTAH KABUPATEN LUWU TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI 2 BURAU  
TERAKREDITASI A (NSS: 201197210002, NPSN:1402910119)  
Email: [smpn.2.burau.luwu@gmail.com](mailto:smpn.2.burau.luwu@gmail.com)  
Alamat : Jl. Umar Setiawan Kas. Burau, Kab. Luwu Timur Kode Pos 92972

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
No. 421.3/052/SMP.2/BR-LT/III/2022

Yang beranda tangan di bawah ini, Kepala UPTD SMP Negeri 2 Burau menerangkan bahwa:

Nama : RASLINA  
Nim : 17.02020047  
Tempat Tanggal Lahir : Larensa, 3 Juli 1999  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan bahasa Inggris  
Lembaga : INSTITUT AGAMA ISLAM NEGERI PALOPO

Telah selesai melaksanakan Studi Penelitian pada Sekolah UPTD SMP Negeri 2 Burau, Rechnung  
mulai tanggal 21 Februari s.d 21 Maret 2022

Judul penelitian : **"THE EFFECTIVENESS OF TEACHING SIMPLE PRESENT TENSE  
BY USING GRAMMAR-TRANSLATION METHOD ( GTM ) AT FIRST YEAR OF  
SMPN 2 BURAU"**

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Burau, 28 Maret 2022  
Kepala Sekolah  
  
**AGUS SALIM, S.Pd, M.Pd**  
Pekerja: Pembina  
NIK: 19711228 200312 1 057

## CURRICULUM VITAE



**RASLINA**, her families and friends always call her **Lina**. She is the writer of this thesis. She was born on, July 05<sup>th</sup> 1999 in East Luwu. She is the last child from six children, from her beloved parents Mr. Ambo Leppi and Mrs. Masati. She has three brothers (Rustam, Ruslan, and Rusli) and two sisters (Intan and Sulpiana).

The writer graduated from SDN 114 Batangnge in 2011. In 2014, she graduated from SMPN 2 Burau. And she graduated from SMAN 1 Burau in 2017. Although her parents and the writer live in Lagego Village-Burau. The writer who has hobbies are listening music and watching Korean drama. She has Korean idol, his name is Park Chanyeol from boy band EXO.

In 2022, the writer completed her study in State Islamic Institute of Palopo in English Department, Tarbiyah and Teacher Training Faculty S-1 degree. At the end of her study, she could finished her thesis in entitle “**Improving Students’ Understanding of Simple Present Tense by using Grammar-Translation Method (GTM) (A Classroom Action Research in the First Year of SMPN 2 Burau)**”.