IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 6, No. 1, January 2022

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD TO BETTER SPEAKING COMPETENCE SUPPORTED BY DEVELOPING READING AND LISTENING SKILLS

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https://doi.org/10.24071/ijiet.v6i1.1602
received 4 October 2021; accepted 29 January 2022

Abstract
Learning to talk is difficult. The students had difficulty communicating their views to others. A study was done to assist them in correcting their flaw. The treatment enlisted the participation of 30 students from three different schools. Each school assigned ten individuals at random. There were a total of 13 learning opportunities. A pre-test was completed by the students in order to conduct such a treatment. It is a method of determining their prior understanding of the English language. The teacher uses the grammar translation method to begin the learning process. The teacher used podcasts to help students improve their grammatical understanding. The information was presented in the form of short stories and conversations. Students learn vocabulary, hearing, speaking, and grammar by modifying them. The students took a post-test at the end of the treatment. To answer the research question, data from the pre-test, post-test, and document were analyzed using the mixmethod method. From the analysis, it can be concluded that employing the grammar translation approach and podcast material can assist students improve their speaking skills. Other teachers could use the same outcome to teach related subjects. Other researchers can build on them to get other results.

Keywords: grammar translation method, listening, reading, speaking, translation

Introduction

Learning L2 necessitates some effort on the part of the students in order for them to comprehend the discourse's intent. In both verbal and written communication, words and phrases are required to convey the intended message (Nikijuluw, 2020). It indicates that in order to comprehend each other, the speakers and listeners must have similar backgrounds. As a result, developing a vocabulary is essential for conducting interpersonal conversation (Afna, 2018).

The dictionary could be used by the student to grasp the words and phrases of L2. Students can learn the specific meaning and definition of words and phrases by consulting a dictionary. Learning vocabulary entails building a collection of terms as well as learning how to pronounce them. The definitions and pronunciations of the terms are provided by the electronic dictionary. Using such

an application on the students' mobile devices would aid in the development of their vocabulary and motivation (Marjun, 2021). It has been proven that using an electronic dictionary with EFL college students can help them improve their vocabulary (Najamuddin, 2019).

Knowing the meaning or definition of words and phrases, however, is insufficient for a person to communicate his intent to others. To be meaningful, he requires the rule on how to order the words and phrases. They will be able to form sentences more easily if they have this understanding (Famularsih and Helmy, 2020). It would make the delivery procedure easier throughout communication. Students that possess such abilities may find it easier to communicate their ideas. It improves the intention's clarity (Erdogan, 2018).

Akmal et al. found the students' structural weaknesses (2020). According to their findings, the majority of college students struggle with the grammar element of the TOEFL test, particularly in terms of structure and written expression. There were some elements that contributed to this failure. They lacked appropriate vocabulary, were unable to construct sentences, and had low self-confidence. It appears that students need to improve their grammatical skills in order to prepare for the TOEFL test.

Furthermore, Kurniawan et al. (2020) demonstrated that including a grammar translation approach into the classroom can improve students' reading skills. The students were encouraged to read more since they had a good understanding of grammar. Using their native tongue to aid grammar study makes it easier for them to comprehend how grammatical rules work (Hesti etal., 2019). Their reading comprehension improved as a result of developing this skill. In addition, their desire to read the content more is increasing. It is critical to encourage students to improve their speaking abilities.

To grasp the L2 grammar rule, one must first comprehend how the grammar rule functions in the context of discourse. This type of occurrence raises the question of how to make the grammar rule understandable in the same way that the L1 is. This viewpoint is likely to be supported by the grammar translation approach. The teacher and students could achieve mutual understanding of the delivery by using the mother tongue to teach grammatical lessons. It might make it easier for slow learners to comprehend the lesson (Sofa, 2019).

Furthermore, understanding grammar to improve reading comprehension is difficult. Students are taught not just how to compose sentences, but also how to improve their listening abilities. It all comes down to terminology. Students must improve their ability to understand the definitions of words as well as their pronunciation when learning vocabulary. It's the kind of thing the teacher should think about. The teacher and students could achieve mutual understanding of the delivery by using the mother tongue to teach grammatical lessons. It might make it easier for slow learners to comprehend the lesson (Sofa, 2019).

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Theory

Implementing Grammar-Translation Method

The grammar-translation technique aids students in comprehending L2 grammar rules from an L1 perspective. Students will also understand how the author conveys his message in the piece. The teacher's use of L1 to explain grammatical rules allows students to get a better understanding of the L2 grammar rules while composing sentences and phrases. The teacher and students can talk about the subject in their native language. It makes it easier for students to learn how to use grammar correctly (Khan and Mansoor, 2018). They can also study real texts to understand how grammatical rules are applied. Students gain vocabulary and mimic the writer's method of implementing grammatical rules by translating the text to discover how the grammar operates on the text. This type of learning has an impact on the students' ability to read text. After using GTM and using text, their ability to comprehend the substance of the text has improved (Zulkarnain and Widiati, 2021).

Boosting speaking skills

One of the linguistic skills that has to be improved is speaking. People can exchange information or ideas by using language. Students must practice frequently in order to improve their speaking abilities. Their grammar and vocabulary skills must be translated into speaking practice. The teacher must identify the obstacles that the students confront. It's critical to figure out the best strategy for teaching speaking (Rao, 2019). The teacher might utilize a variety of methods to encourage students to speak up. Discussion is one of them. The material for discussion might be provided by the teacher. Discussing a topic from the news, for example, might help students improve their capacity to communicate their opinions (Maming and Mangsi, 2019).

Developing Reading ability

One of the sources of knowledge is text. Students can improve their background knowledge by reading materials. They can find literature in a variety of media. One of them was found on the internet. It is mainly unrestricted and diverse. The materials that can be found on the internet are genuine. They are crucial in providing students with a real-life perspective (Sari etal., 2020). However, in order to comprehend a text, students must be able to grasp the information. It plays a crucial role in the reading process. Students' reading comprehension could improve if they were able to comprehend the passage. The teacher should assist the students in developing their reading comprehension abilities (Ruhul, 2019). There are numerous strategies that the teacher might use to assist students in improving their reading skills. Questioning, inferencing, and summarizing are some of the things that can get students interested in grabbing the text's massege. By asking students some questions about the text's topic, the teacher can get them to scan each line of the material. It also encourages students to deduce the meaning of each paragraph's sentences. Students will benefit from such approaches since they will be able to form conclusions. Students could obtain a better understanding of the book by using these methods (Sari etal., 2020).

Drilling Listening skills

Speaking skills include the ability to listen. Students will be able to understand what the speaking counter is saying if they improve their listening skills. Students increase their vocabulary knowledge by listening. Students learn both the definition and the pronunciation of new words when they recognize them. It is necessary to listen to the words or phrases repeatedly in order for the recognition to become automatic. It may assist students in responding to information provided by others. The speed with which other language users grasp the message will be determined by the frequency with which certain terms are heard (Sah and Sah, 2020). It's intriguing to use media to improve listening skills. The teacherTube is one of them. The teacher can utilize a variety of tools to pique the students' interest in honing their listeing skills. The students will discover the lebel CC by watching the play on The teacherTube. Closed captioning is what it's called. Students can read the manuscript of the discourse line by line by clicking on such a lebel. It allows students to know how to pronounce the words correctly. They expand their vocabulary as a result of this (Sari etal., 2019). Furthermore, using internet media to practice listening skills is a great way to improve students' speaking abilities (Saputra and Akib, 2020).

Practicing Communicative Grammar

Grammar is a tedious subject for students to learn. They concentrate on how to remember particular rules in order to form phrases. It appears that learning English is a burden for students (Zuhriyah, 2017). Students adjust their vocabulary knowledge to satisfy the implementation of grammatical patterns when learning grammar. If the teacher guides them through the grammatical lessons and encourages them to talk, their learning will become more enjoyable. The teacher could invite the students to apply what they've learned in class to a conversation. This type of learning has the potential to transform passive learning into productive learning. It's referred to as communicative grammar instruction. It is more appealing than simply mastering grammar (Kaharudin, 2018). Nonetheless, the use of the grammar translation approach appears to be out of date. It is thought that it is the product of passive learners (Mazher etal., 2015). Using GTM in grammar instruction, on the other hand, isn't always a terrible thing. The teacher can use the students' grammar knowledge to help them improve their speaking skills. The first stage in promoting speaking practice is for students to read aloud their constructed phrases or sententences. It would change the result from passive to active (Prastyo, 2015).

Method

In the first year, senior high students were involved in this type of research. They came from three distinct educational institutions. Each school was assigned ten students at random. The pre-test questionsheets were delivered during the first treatment week. The questions took the students 15 minutes to learn. To complete the evaluation, students were invited one by one to the teacher's desk to answer the questions. The teacher handed out the books once the pre-test session was over. The instruction started in the second period. The teacher instructed the students to use their electronic dictionary to check the pronunciation of the available

vocabulary in unit 1. Then he taught a grammatical rule in his native language. To produce the examples of grammatical usage, he employed the proper available language. He instructed the students to undertake the exercise to confirm that they understood the content. It is about translating from L1 to L2 using the grammar that has been discussed. Nonetheless, students must understand how the discussed grammar is used in actual materials. To satisfy it, the teacher instructed the students to go to the specified URL and click on it. It has to do with podast. The students were instructed to listen and read the information at the same time by the teacher. He also requested that the script be translated into L1. After completing the task, the teacher instructed the students to visit the second URL. It's still all about the podcast. It has a conversational tone to it. The students observe and try to comprehend what is going on. They were asked to translate it into L1 by the teacher. The teacher urged the students to practice such a talk in pairs in order to improve their speaking skills. The second podcast's content refers to the previously discussed grammar. To achieve the desired result, the teacher repeated the method with a different topic the next period. The teacher administered a post-test after the students had completed 13 periods of instruction. The treatment's activities were reported as part of the study's data. To answer the research question, the data from the pre-test, post-test, and document were examined qualitatively and quantitatively.

Findings and Discussion

Students were given question sheets similar to these before taking the pre-test. It's about conducting an interview and describing a photograph. The interviewee is asked about learning English from the standpoint of a student. The questions are yes-or-no in nature. The necessity for telling the reason is upheld in order to obtain appropriate data on speaking abilities. In addition, describing a picture is another technique to assess a student's ability to choose words and create sentences. Picture 1 shows the format of the pre-test question sheet.

A. Questions

1. Is English difficult to learn? Tell us the reason!
2. Is English important for your future? Tell us the reason!
3. What are the difficult parts of English? If any!
4. Is English your favorite subject? Tell us the reason!
5. What kind of suggestion will you tell us to learn English?
6. Tell us about something you love to do!
7. Describe the picture below!



Picture 1. Pre-test question sheet

The teacher will require some assistance in order to assess the students' speaking abilities. It's a rubric for evaluating speaking skills. It includes a set of criteria and qualifications. The teacher can determine the students' grades using a rubric like this. According to Suseno (2020a), a rubric for assessing speaking skills is required. It will assist the examiner in qualifying the speech assessment product. In his rubric, he specifies three types of evaluation. They are tests of vocabulary, intonation, and fluency. Each assessment has a rating of very bad, bad, medium, good, and very good. There is a separate description for each qualification. The rubric's format is shown in the table 1, 2, and 3.

Table 1. Rubric of Vocabulary Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	Cannot utter almost a single word.
2	60-69	Bad	Saying two or more words intermittently.
3	70-79	Average	Conveying the ideas intermittently.
4	80-89	Good	Expressing an understandable opinion.
5	90-100	Very Good	Delivering the ideas properly both in choosing and pronouncing the words.

Table 2. Rubric of Intonation Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	The intonation is flat.
2	60-69	Bad	Adapting the intonation but It does not reflect the intention.
3	70-79	Average	The proper intonation is adopted in some occasions.
4	80-89	Good	Putting the right intonation on the proper place but sometimes falling into flat.
5	90-100	Very Good	Saying the tone of the words smoothly and in accordance with the intention.

Table 3. Rubric of Fluency Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	Delivering ideas with a few words or phrases in a long pause.
2	60-69	Bad	Delivering ideas with improper sentence building.
3	70-79	Average	Delivering ideas with proper sentence building.
4	80-89	Good	Delivering ideas with proper sentence building, and choosing words.
5	90-100	Very Good	Good Delivering ideas with the proper sentence building, pause placement, choosing words, and speaking speed.

Pre-test

The students were given 15 minutes to master the pre-test questions by the teacher. It is critical for students to prepare for the evaluation. They must maintain their composure. This type of environment is required to allow students to express themselves as freely as possible. They do not have to be afraid to express themselves. Their ability to speak will be determined by the quality of their answers. Table 4 shows the average scores of the three school students.

Table 4. Pre-test average scores

School A	School B	School C	Average
54.125	66.55	58.225	59.65833

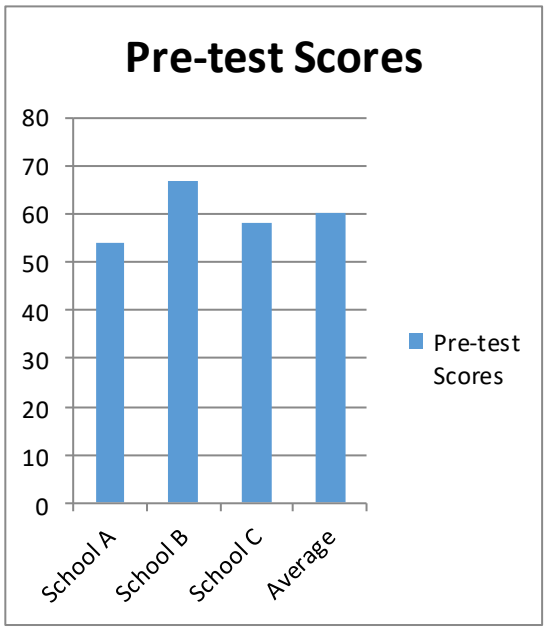


Chart 1. The chart of pre-test scores

The average pre-test scores of school A students

On the pre-test, each school's gain is different. On the chart 1, it appears to be self-evident. The students at School A have an average score of 54. According to the rubric, it is rated as "extremely awful." It suggests that the majority of students can't say more than a few words, have flat intonation, or present thoughts with a few words or phrases after a long pause. This trait makes it difficult for them to converse. During the delivery, they were on the verge of becoming stuck. They appear to lack an adequate understanding of vocabulary and grammar norms in their heads (Zuhriyah, 2017). They need to improve their vocabulary and grammar significantly.

The average pre-test scores of school B students

The average pre-test score for students in school B is 67. Its value is more than that of school A's. According to the criteria, a poin 67 is considered poor. Most students at this level told two or more words at a time, adjusted their intonation but it did not represent their objective, and communicated concepts with poor sentence structure. The assessment revealed that the majority of the students are capable of conducting a discussion. They were able to say more words, however they did so seldom. They could also utilize incorrect intonation. It indicates that they have the courage to carry out the purpose. It could be remedied by following a specific exercise, such as listening to authentic materials on a regular basis. Furthermore, they did not use proper grammar in their statements. They require instruction on how to compose sentences. Because of this, the majority of them require treatment to address their flaws (Rao, 2019).

The average pre-test scores of school C students

School C students received a score of 58. They failed miserably at pre-testing. On the rubric, this kind of qualification was mentioned. The majority of them had a poor command of the English language. According to the examination, the students couldn't say nearly a single word, had flat tone, and presented thoughts in

a long gap with a few words or phrases. The students in School C appear to have qualifications that are nearly identical to those in School A. Their ability to communicate ideas must be cultivated. They require medical attention in order to improve their condition (Rao, 2019).

The common average scores

The three school students' total performance has to be improved. They had an average score of 60. According to the speaking assessment rubric, it is rated as poor. They must improve their skills in order to improve their speaking fluency. Vocabulary, which includes definitions and pronunciation, would be essential for conducting a discussion. It must be cultivated through the use of appropriate media. To make the uterances intelligible, understanding of grammartical usage is also required. Such knowledge is necessary for students to acquire (Sari etal., 2020).

Treatment

The teacher took a few moves toward completing the treatment. The teacher used the book to help the teaching-learning process go smoothly (Suseno, 2020b). Picture 2 shows the cover of a book of this type. It allows both the teacher and the students to learn the content in a systematic manner. The resources in the book are used by the teacher to achieve the instructional goal. He can teach the students how to use a certain aspect of the content to further the intended goal.



Picture 2. The cover of the book

Each unit of the book contains certain components. The first is the transmission of grammar usage. Each component of the learning is bilingual due to the employment of the grammar-translation approach in instructing the course. The subject pronouns plus be are translated in L1 as shown in table 5. Knowing the precise definition of subject pronouns appears to be beneficial to students. Take, for example, the pronoun ‘you.’ It appears to be biased. Students can understand the difference between the two’you’ if the definition is given in L1.

Table 5. Subject pronoun and be

No	Subject + be	Arti
1	I am	Saya
2	You are	Kamu
3	You are	kalian
3	We are	Kita, kami
4	They are	Mereka
5	She is	Dia (perempuan)
6	He is	Dia (pria)
7	It is	Dia(selain orang)
8	(Nama orang/benda) is	Nama orang/benda

The teacher instructed the students to check the pronunciation of each adjective in their electronic dictionary to make the list of subject pronouns plus be productive. It is critical to expand one's lexical knowledge (Sari etal., 2019). Those terms can be used to organize sentences in order to convey information. Table 6 contains a collection of adjectives that are commonly used in everyday situations. Exposing such a list with a definition allows students to remember it for a longer period of time.

Table 6. Ajectives

Hungry = lapar	Fat = gemuk	Disappointed = kecewa
Thirsty = haus	Thin = kurus	Energetic = semangat
Tired = lelah	Diligent = rajin	Determined = berpendirian teguh
Beautiful = cantik	Careless = ceroboh	Discouraged = tidak bersemangat
Handsome = tampan	Smart = pandai	Stupid = bodoh
Funny = lucu	Poor = miskin	Lucky = beruntung
Rich = kaya		Satisfied = puas

To make sentences, the items in tables 5 and 6 are combined. Picture 3 depicts the combination's shape. The teacher uses the example of mixing subject pronouns with be and adjectives to arrange words. This type of message is delivered in a bilingual manner. During the delivery of the lesson, interaction between the students and the teacher could improve deep understanding of how the grammatical pattern is used (Sari etal., 2019). The students were also requested to read the example aloud by the teacher. It has the potential to help students improve their writing and speaking abilities (Khan and Mansoor, 2018).

Contoh	
Saya lelah	= I am tired
Kamu haus	= you are thirsty
Kita lapar	= we are hungry
Dia (perempuan) cantik	= she is beautiful
Dia (pria) tampan	= he is handsome
Itu lucu	= it is funny
Roy berpendirian teguh	= Roy is determined

Picture 3. The example of grammar usage

The teachers instructed the students to conduct an activity on their own books to see how well they followed the teacher's instructions. Students are given the task of translating words from L1 to L2, as seen in Figure 4. It can help students understand how to use grammar to communicate their thoughts more effectively. After completing the assignment, the students must read their work aloud together. It transforms passive learning into active learning. By reading aloud together, the students can correct their own work.

A. Terjemahkanlah soal di bawah ini ke dalam bahasa Inggris dan hasil pekerjaanmu tunjukkan pada guru!

1. Saya kecewa =
2. Mereka bodoh =
3. Kamu semangat =
4. Albert gemuk =
5. Kita rajin =
6. Kalian tidak bersemangat =

Picture 4. The exercise

It is necessary to introduce authentic resources to students. They must understand how natives apply the grammatical rule in real-life situations (Ruhul, 2019). Picture 5 shows the original material from the podcast framing. The teacher instructed the students to open their gadgets and type in the specified URL. The students noticed a manuscript and a sound button on the podcast page. The students were instructed to press the play button to listen to the native's pronunciation. While reading the script, the students listened to the sound. The students were also told to read the material line by line by the teacher. They were able to recognize the impact of the discussed grammar on the text by doing so. After listening to and comprehending the material, the students read it aloud together to confirm that the pronunciation is correct (Prastyo, 2015).

The Kind Dentist http://www.eslfast.com/kidsenglish/ke/ke016.htm

Maria feels pain in her teeth. She tells her mom. Her mom takes her to the dentist. Maria is scared. She enters the waiting room. The secretary calls Maria's name. Maria goes in. Maria sits in a big chair. She waits for the dentist. The dentist arrives. He is careful with Maria's teeth. He gives her a new toothbrush. Maria feels good.

Picture 5. Podcast in short story

Grammar principles are used not just in written products, but also in speaking practice. To fulfill such a need, the teacher requested the students for the relevant URL. Picture 6 shows the page of such a URL. The students studied vocabulary and listening skills, same like they did in the prior URL. To fulfill the precise objective of the discourse, they must understand the definition of each word or term. The teacher asked the students to rehearse the dialogue in pairs in order to improve their ability to adapt suitable intonation. By practicing with such material, students will be able to complete the application of communicative grammar (Saputra and Akib, 2020).

I Live in Pasadena

https://www.eslfast.com/easydialogs/ec/dailylife001.htm

A : Where do you live?
B : I live in Pasadena.
A : Where is Pasadena?
B : It's in California.
A : Is it in northern California?
B : No. It's in southern California.
A : Is Pasadena a big city?
B : It's pretty big.
A : How big is "pretty big"?
B : It has about 140,000 people.
A : How big is Los Angeles?
B : It has about 3 million people.

Picture 6. Podcast in conversation

Post-test

The students from the three schools completed a post-test after undergoing some therapies. Their learning progress would be determined by the steps they took. The teacher distributed the question sheets in the same manner as the pre-test. They were not given any more time to learn the questions on this occasion. They received questions in the post-test that were comparable to those in the pre-test. The teacher believes that by asking the students the same questions in both assessments, validity may be achieved. The queries drew information from the same pool of expertise. The progression of that skill would be compared. The

outcome of the trustworthy credential could be sustained by comparing the same items. The numbers in this table represent the average pre-test and post-test scores. To get the same objective, the teacher assessed the students' ability to speak using the same rubric. He calculated the students' grades based on the rubric's description. Table 7 shows the average post-test scores of the students.

Table 7. The average post-test scores of the students.

No	School A	School B	School C	Average
1	76.775	84.25	84.325	81.78333

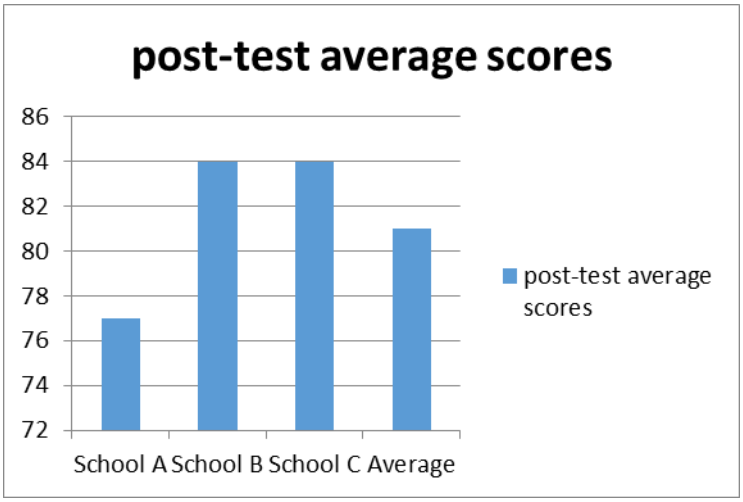


Chart 2. The ilustration of post-test average scores

The post-test average scores of school A

The students from School A took part in the post-test after undergoing a series of treatments. They didn't have to do any preparation. They sat in the classroom and socialized with students from various schools. The students greeted the teacher as he entered the classroom and began the test. The teacher displayed the evaluation results once the test was completed. The students from School A received the lowest score, as shown in chart 2. They had an average score of 77. It falls under the average category. They were able to convey concepts intermittently, adapt suitable tone on occasion, and give ideas with proper sentence structure in that quality. The students used language for communication because they were able to transmit their views, even if they did so intermittently. It all comes down to fluidity. They might be able to correct it with some intence treatment. They were able to use suitable tone when expressing concepts, albeit this was not always the case. Their ability to communicate appears to have begun to develop. Their success was influenced by the drill of practicing conversation using the podcast material (Maming and Mangsi, 2019). Furthermore, their grammar skills were effective. It is an intriguing point in achieving a solid result in grammar study.

The post-test average scores of school B and C

In chart 2, the average score of students from school B is close to that of students from school C. The result is an 84. This type of result suggests that the majority of the students are rated as good. According to the speaking grading rubric, category good describes most students' ability to articulate a clear opinion, use suitable tone (but occasionally falling flat), and deliver concepts using proper sentence structure and word choice. Based on their performance, it is possible to conclude that the students were capable of successfully delivering the message. Their speaking counters were able to grasp their statements with ease. They were also able to properly use intonation, albeit they still need to improve. On the dialogue, they might alter their language and sentence structure. This capacity demonstrates their development in learning to communicate in the language.

The common average scores

During the treatment, all three students received the same ingredients. They were also given the same chance to finish the project. Nonetheless, they had different results. Some factors have an impact on their academic progress. Another study is required to determine the cause of such berier. The common average score for the three schools is 82, as shown in chart 2. It has a decent rating. From the 30 participants, it can be concluded that the most of them are able to communicate an understandable opinion, use good tone (albeit occasionally falling flat), and deliver concepts using proper sentence structure and word choice. Most of the participants were able to conduct proper discourse as a result of this achievement. It is not their final effort to improve their speaking skills. They must improve their conversational listening abilities in order to improve their capacity to adjust intonation (Sah and Sah, 2020).

The progress

The endeavor to improve the students' speaking abilities paid off. The three groups of participants are at various stages of development. It can be found at table 8. Prior to starting the treatment, they had varying levels of speaking ability. They were educated in various environments. Their ability to communicate improved once they began treatment. The three groups of participants have varying levels of progress. There must have been some variables that influenced their success. To determine the trigger, more research is required. Regardless, the strategy proved effective when used. It has the potential to help students improve their speaking skills.

Table 8. The comparison scores

Schools	Pre-test	Post-test
A	54.125	76.775
B	66.625	84.25
C	58.225	84.325
Average	59.65833	81.78333

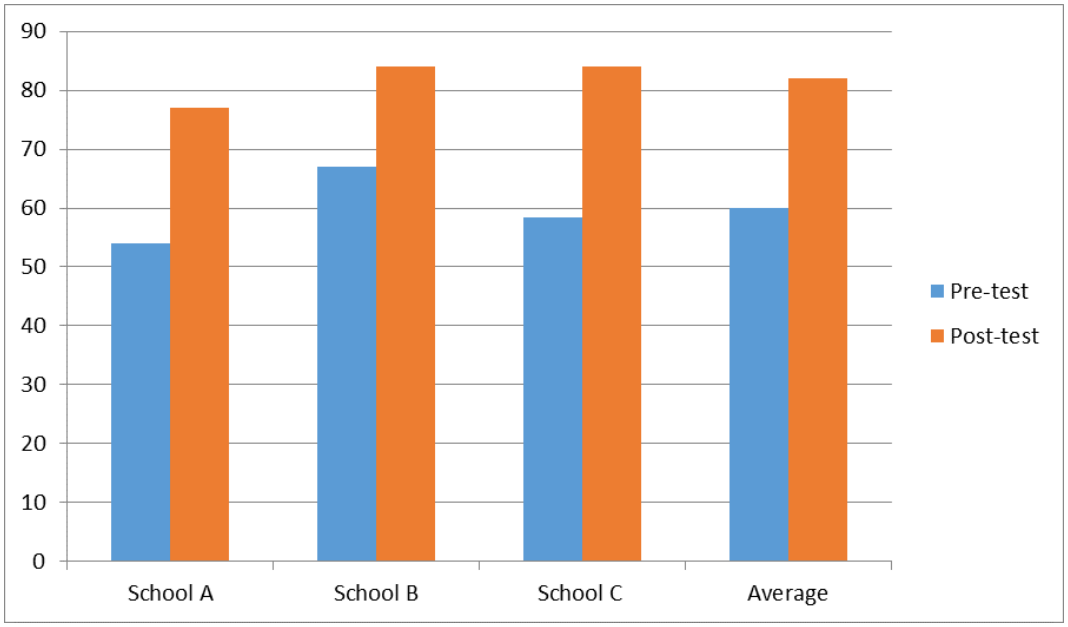


Chart 3. The ilustration of the progress

The progress of school A students

It can be noticed in chat 3 that the students from school A have made a significant progress in entering the treatment. By comparing the average pre-test and post-test scores, it depicts the growth of students in School A. 76.775 – 54.125 = 22.65 is the difference. 22.65 is the current progress point. It signifies that the treatments have the potential to improve a person's speaking skills from poor to average. It's based on the rubric's description. Despite the fact that the students' achievement was not spectacular, they made sufficient progress. The steps should go from very terrible to bad to average, but they jump from very awful to average. It means they were able to overcome their flaw.

The progress of school B students

School B students made progress as well. Chart 3 depicts this. They made a total of 84.25 - 66.625 = 17.625. Their 18 point progress is lower than that of students from school A. Their previous qualification was poor, but now it has improved. There should be three levels of difficulty: awful, average, and good. The students progressed by making a leap from terrible to good. It shows that their efforts to improve their speaking skills are paying off.

The progress of school C students

School C students have worked extremely hard to achieve success. They had the largest percentage of progress among the three groups, as seen in chart 3. 84.325 minus 58.225 equals 26.1. They were able to make 26 points of advancement. It depicts how far students have progressed since beginning treatment. The treatments improved the students' speaking abilities from poor to excellent. The leap is similar to the one on school B, however there are fewer points. The cause of the disparity must be determined in order to do additional research.

The common progress

Students from various schools made varying degrees of advancement. They'd all taken a risk. It appears that they had all attempted to improve their speaking abilities. 81.78333 - 59.65833 = 22.125 is the overall progress. The average progress point is 22. This type of point isn't particularly large, but it demonstrates that the students have progressed. It emphasizes the effectiveness of implementing the grammar-translation method to improve speaking competence while also increasing reading and listening skills (Kaharudin, 2018). It responds to the research question by stating that the steps taken by the students during treatment correct the students' lack of speaking skills (Mazher etal., 2015). It also wraps up the prior research by implementing a grammatical translation mechanism to improve reading and speaking abilities (Zulkarnain and Widiati, 2021). As a result, it is possible to conclude that the findings of my research would be useful to both teachers and students if they were implemented in the teaching of speaking. Both the teacherng and adult learners would benefit from the implementation.

Conclusion

The purpose of learning a language is to be able to communicate in it. People interact with one another when they use it. Students frequently have difficulty using it to communicate their views. Grammar norms, vocabulary, and pronunciation make it difficult for them to carry on a conversation. Using the grammar translation approach is one strategy to assist students improve their grammatical understanding. They will be able to comprehend how grammatical rules function effectively. The use of podcasts is required to adapt them to real-life situations. The manuscript of short stories and conversation can be used by the students. Their vocabulary and grammatical usage can be developed by including them into the teaching-learning process. In the therapeutic program, this type of learning was used. It was attended by students from the three schools. There were 30 students in the class. Each school was assigned ten students at random. They improved their speaking skills after 13 sessions of treatment. They were able to communicate their clear intent to others, use appropriate tone, and build phrases. This type of discovery would be advantageous to both the teacher and the student if it were used in the classroom to teach speaking or other relevant disciplines. It also encourages other scholars to perform additional research to address the process of learning to speak or other related topics.

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