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

NOTICING GRAMMATICAL PATTERN ON ONLINE SHORT STORIES BY LEARNING GRAMMAR THROUGH GRAMMAR TRANSLATION METHOD

Edy Suseno
IKIP Widya Darma Surabaya
edysuseno4@gmail.com
correspondence: edysuseno4@gmail.com
https://doi.org/10.24071/ijiet.v5i1.2808
received 15 August 2020; accepted 11 January 2021

Abstract
Memorizing structure pattern is very tiring and often resulting in failure. Learners often try to adapt it in conversation and writing, but it sometimes ends up with unsatisfactory. The process of implementing grammar-translation methods to explain how to structure patterns built and used leads learners to understand it clearly and it could decrease the level of confusion significantly. Furthermore, to make the patterns learners learned to stay some longer in their minds, they can notice the grammar content in short stories. The use of online short stories could ease them to read more to support noticing. Thus, learning grammar pattern boosted by the grammar-translation method and using online short stories to notice grammatical pattern could develop students' proficiency in implementing grammar both in spoken and written.

Keywords: confusion, grammatical pattern, grammar-translation method, implementing, noticing

Introduction

Learning grammar is something undesirable subjects faced by some students in the teaching-learning process. Learning grammar means memorizing some formulas to build some sentences to make speaking, writing, listening, and reading activity understood by learners. Most of the students withdraw themselves while getting involved in learning grammar when they focus on doing some tasks in their books.

Using a book course, nevertheless, is provoking withdrawal among the students. They feel unconvinced with some tasks included in it. It seems that the assignment distracts them from gaining the optimum understanding in learning the material. They are just doing questions and answers along with the discussion. It looks like doing the same pattern from the unit to the other in the teaching-learning process (Chou, 2010).

Moreover, memorizing is something boredom to do for some students. The failure of keeping data stays longer in their mind leads them to be frustrated. It hinders the students to get involved in learning English. It seems to be a burden for them to keep remembering a lot of things in their head like mathematical rules (Yule, 1999). Finding out a solution to escape from that problem is demanding.

Practicing a lot is an option. Practicing to construct sentences, based on the grammar rule, is challenging. This kind of practice is implementing explicit learning. The students are putting the grammar rule into their writing. To make the written product seems natural, the teacher can invite the students to notice grammar content in some short stories. The teacher could raise some questions by using the words 'why and what if' to noticing grammar patterns found in the text (Vickers &Ene, 2006).

The process of explicit learning by adopting grammar rules into writing could be developed into implicit learning by noticing grammar content in the text. The use of grammar-translation methods to learn grammar rules is also helpful for the students to see the whole picture of learning grammar. The students can see the perspective of grammar usage by using their mother tongue as the introduction (Sysoyev, 1999).

Frankly speaking, teaching grammar to EFL students is inviting an obstacle. Most of the students are reluctant to learn English due to grammar. They complained a lot about the grammar rule implementation in both speaking and writing. That is why most students in EFL countries, especially in Indonesia, could not use English properly in both speaking and writing. They got a failure to this kind of phenomenon especially in adult learners (Cahyono et al., 2016).

Theory

Grammar is focusing on the use of words to build sentences. By using grammar, people can interact with each other meaningfully. It enables people to sustain their heritage language (Evans &Green, 2006). To make the grammar learning and using become easy to understand, the implementation of the grammar-translation method is an option. It is the old method, but people still use it nowadays in learning English (Richards & Rodgers, 1986).

Nevertheless, using the grammar-translation method to emphasize the implementation of grammar rules is very helpful for both teachers and students. The teachers will get an easy way to clarify the grammar usage in l1 setting. On the other hand, the students will get a vivid understanding of how to construct sentences properly. Moreover, by translating short stories a lot, students will build a large vocabulary and notice the implementation of a grammar rule (Neyman, p.f. 2002).

In the previous study, Sysoyev (1999) did research focusing on teaching grammar. He introduced the implementation of integrative learning. It means that he used a form-based method to explain the material. He applied grammar rule to build sentences. Moreover, he also focused on the meaning-based method. By implementing the two methods, he also developed the EEE method. It is about exploration, explanation, and expression. In his study, he used textbooks as the resource of the material in doing exploration. He found out that the students felt comfortable using EEE rather than the two others to learn grammar.

The success in the previous study is promising. The students feel relaxed by practicing peer learning in discussing grammar usage. They implemented their grammar knowledge to construct sentences to interact with other students. By adopting such a method, the students possibly miss the natural of the expression. They need authentic material to apply the sentences. They can copy the application of grammar usage from the authentic material in a proper way.

Moreover, using authentic material could lead students to see the whole picture of grammar usage in constructing sentences naturally. It could raise awareness of grammar pattern application on both speaking and writing because it contains the real template of constructing sentences. The aim of this research is to see the influence of using authentic material and GTM to help the students in adopting grammar usage. To satisfy the purpose

of the study, a research question needs to be established.

Theory Application

Bettering to learn grammar

Students are most likely to learn something easy. They love to do something practical. They are reluctant to take part in grammar discussions. It seems that grammar discussion is something hard to do. Nevertheless, grammar is a tool to make the sentences work like what the speakers intend to express. Finding out a good way to help learners keep grammar patterns work properly, teachers need to be creative. Choosing any resources to enhance the students' participation in learning grammar is undeniable. Teachers need to be creative and innovative to invite students to take part. The atmosphere of learning grammar could be warm by satisfying the students' need to gain the essence of grammar usage. The use of media online authentic material like poems, lyrics, and short stories are suggested in classroom settings (Saricoban and Metin, 2000).

The grammatical pattern in speaking

The rules people need to imply in building sentences is grammar. With grammar, people can deliver what they infer. Failing to put grammar in the right place will invite confusion between speaker and listener. What the speaker says will be caught differently by the listener from what genuinely the speaker intends to convey if the speaker does not use the rules of grammar properly. Therefore, it leads speakers not to dare to express their ideas as much as they want. They tended to be reluctant to speak up. They will get embarrassed if they put the wrong grammar patterns into their sentences. They do not care that spoken is different from writing. Actually, it would be fine as far as the product of speaking is understood by listeners (Lim (2003). The students need to be conscious that the level of understandable utterance is very important in speaking practice rather than implying the right grammar rules.

Grammar translation method

GTM or grammar-translation method is one the method used to explain grammatical rules. On some occasions, the teacher is using l1 to explain grammar usage in constructing sentences. It is the old method had ever used, but it is still very useful to help learners understand how grammatical patterns work. They can see the vivid explanation of grammatical rules by using l1 and l2 vice-versa delivered by their teacher. This kind of way can provide a mutual relationship with the usage of grammar in l1 and l2. This kind of phenomenon can help the learners see the whole picture of how to implement a grammatical pattern in written or oral products.

Moreover, negotiating to mean and interacting meaningfully in l2 are the two things the students need to develop in order to emphasize the implementation of grammatical patterns in constructing sentences. The repetition of practice is somehow important for the student to make their understanding of learning grammar develop properly (Vasilopoulos, 2008).

Functional grammar-translation method

Functional is a kind of effort to make something to be useable. Involving communicative language is also functional because the activity is not abstract. It is concrete and useable. Practice makes perfect. This kind of saying is applicable to help students achieve good results in learning grammar. The activity like discussion could lead students to practice of implementing grammatical pattern into utterance. They will be aware of controlling their speaking product (Belchamber, 2007).

On the other hand, combining communicative language teaching and the grammar-translation method seems possible and interesting to adapt to teaching grammar and translation. It could make the activity challenging. It involves the role of students more. The students will be accustomed to implementing the grammatical pattern in practicing speaking. They will translate l2 into l1 in their head to express their ideas. They will negotiate the meaning of utterance properly to produce understandable intentions. This

kind of activity is also called "the functional-translation method" (Weschler, 1997).

Grammar in verbal expression

Verbal expressions are uttered by people to make communication among them clear. They are a series of sentence buildings used to deliver the intention of the speakers. To grab the message of the speaker's perspective, listeners will catch the implementation of grammar rules in the utterance of the speakers. The rule of grammar is internationally standard patterns used by people all around the world who use the same language.

On the other hand, a writer in writing some sentences needs to figure out the way how to construct them. The implementation of grammatical patterns in the written product can tell the readers when, where, and how the evidence happened and so forth. The ability to adopt a grammatical pattern into the written product is very important. The proper usage of grammar to build sentences in written is exactly essential.

Nevertheless, using a computer could foster the development of verbal proficiency. Computers can be used to aide in teaching English language learners in core academic subjects, such as reading and writing. Computers can aid in vocabulary development as well as verbal language. The students can notice how the grammatical pattern implement on the text and they can be warned by automatic word correction (Ybarra, 2003).

Noticing grammatical pattern

Noticing is basically the idea that if learners pay attention to the form and meaning of certain language structures in input, this will contribute to the internalization of the rule. By noticing, the students will see the proper implementation of the grammatical rules. It could help the students to develop their competence to keep the accuracy of grammar usage (Batstone, 1996 in Noonan, 2004).

Moreover, noticing is a kind of step to move from explicit into implicit learning. In the beginning, the students will learn how the grammatical pattern works in constructing sentences. The effort to understand grammar usage by doing some exercises is a kind of way to put the input into the students' heads. Learning the material step by step will enable the students to be capable of using grammatical patterns into sentence building. This kind of phenomenon could be a burden for the students to remember all the material they had learned. They need to remember which pattern should be adapted to build sentences to deliver their ideas. By noticing authentic material like online short stories could help the students comprehend the usage of the grammatical patterns. Noticing the implementation of grammatical patterns a lot on the text will help the students keep their memory of grammar learning stays longer in their heads. This kind of activity is called implicit learning. It is a good way to enhance the teacher and students to discuss grammar usage (Noonan, 2004).

Noticing grammatical content

Noticing grammatical content is a good way to see how grammatical patterns work. Showing a sentence taken from a short story to students to notice the grammatical pattern is an optional way to make grammar sound natural. There are many benefits to using literature in the EFL classroom. By reading the authentic material, the students could see the distinction of the lexical and grammatical structure exposed to the text. This kind of activity also enables the student to widen their perspective of understanding other cultures (Savvidou, 2004). While noticing a grammatical pattern on the text, the teacher can ask the students to explain why the grammar pattern is implied in such sentences and what if they are changed to the other patterns. By doing such kind of activity with the various patterns of grammar and sentences, students are possible to keep all the grammar patterns stay longer in their head and they will be accustomed to implement them in the spoken or written products.

Short stories

Short stories expose some grammatical patterns to construct sentences. Students

can use the materials of short stories to notice how the grammar works. Choosing a short story material is very important. It is a good way to invite students to get involved in the discussion. The teacher should be selective in choosing the topic of the text. The proper material used in the classroom could enhance the students' desire to get involved. The story is short but fun (Clifton, 2006). Moreover, the teacher can ask the students to search the grammatical patterns implied in the story sentences. After finding the grammar patterns, students can identify which grammar pattern used in such story sentences. Later on, the teacher can invite the students to get involved in discussions that implement grammatical patterns in building sentences. Online short stories

Short stories are available in a lot of media. The Internet is one of them. It is a valuable resource. Students and teachers can access it anywhere and anytime. They are able to get some materials free but some are not. They are both in need of them to satisfy their references to enlarge their input knowledge. Indeed, they can choose any desirable materials at their own level. The way to get such kind of material is quite easy. The students just click the mouse to choose the intended materials (Krajka, 2000).

Autonomous learner

The autonomous learner is a helpful strategy to keep the students' interest in getting involved in the teaching-learning process. The students will be free to choose the materials they want to learn. People are most likely to learn something they love to do. It means that learning something somebody loves to get involved is a good way to optimize the result of learning. Online short stories are containing various topics and titles. Learners can choose the one they love to read. At any rate, individual learners differ in their learning habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives. It is very important for the teacher to give the students their freedom in choosing the topic of the material. This kind of freedom could boost their progress in gaining the learning target (Tumposky, 1982 in Thanasoulas, 2000).

Noticing grammatical patterns in online short stories

In short stories, the author writes all of his opinions marvelously. He implements lots of grammatical patterns in delivering his intentions on them. The teacher can use them as a model of how to implement grammatical rules properly. He can ask his students to analyze how grammatical patterns work. Analyzing grammar content in short story sentences is an activity that could be adapted by the teacher in teaching grammar. After discussing a grammatical rule, the teacher can invite the students to come into a website containing short stories. The teacher could tell the students which topics they can choose to implement the material discussed. On the other hand, the reading of extended passages expands vocabulary, improves writing, and enhances general language competence (Nagy & Herman, 1987; Krashen, 1984; Grabe, 1991, respectively in Antepara, 2003). It puts previously learned vocabulary and grammar into meaningful contexts and teaches new words.

The benefit of noticing grammatical patterns in online short stories

Learning by doing is a proper expression to describe the benefit of using short story materials to better the students' perspective about grammar usage. After explaining the grammar rules in any kind of method, the teacher can try to make his explanation to be vivid and natural. The repetition of analyzing sentences containing grammar discussed could help students see how the grammar discussed used in the written products. Moreover, the students can implement it by copying the way the author implies grammar patterns in sentences properly. Furthermore, the teaching of literature subject is compatible with a focus on the development of English fluency precisely because by discussing the issues presented in the novels or short stories, students can convey their thoughts through language, promote higher-level thinking skills, and use language authentically (Shang, 2006).

Learning grammar

There are some points to discuss in this study. One of them is about grammar pattern. The importance of grammar to construct sentences in both spoken and written is inevitable. It is a kind of thing to enable the speaker, listener, writer, and reader to convey and understand their intended opinion (Lim, 2003). To implement the grammar pattern, the students need to learn it. There are many ways to learn it. The grammar-translation method is one of them. Using this kind of method both the teachers and students use l1 and l2 to comprehend the definition of the pattern discussed. They could see how the grammatical pattern formed and used (Vasilopoulos, 2008).

Moreover, the functional grammar-translation method is essential. It is a kind of effort to implement it into real contexts like in speaking and writing. Using it in both discussions and written could bring the students into a real practice of implementing a grammatical pattern (Belchamber, 2007). Verbal proficiency is needed by speakers and writers. They need to make their spoken and written product be meaningful. They need to practice a lot to make it proper. On the other hand, using a computer to control their writing is useful. It has an automatic correction for the writer's product (Ybarra, 2003).

Nevertheless, noticing the grammatical pattern in the text is very helpful for the students. It is a kind of template for implementing grammar on how to construct sentences. The students could ensure their perspective of grammar usage on building sentences by noticing grammatical pattern exposed to the text (Noonan, 2004). The text used to notice the grammatical content could be a short story. It is short but fun. It could ease the students to read it. The online short stories are favorable. The students could choose desirable topics (Antepara, 2003). Using online stories to notice is provoking the students to be autonomous. They will develop greater by being autonomous. They would be free to choose the proper way to fit with them (Thanasoulas, 2000).

The online short stories are the authentic ones. By reading such materials, the students can adapt their grammar knowledge to grammar usage (Jurafsky, 2003). They can copy the proper usage of grammar for practicing in written and spoken. The students can build their confidence in applying the proper grammar in expressing their ideas. Their grammar knowledge can be built by adapting GTM. It meets the aim of the study and answer the research question. It is also completing the previous study. Other researchers can develop it for some details to satisfy the need for teaching grammar.

Conclusion

Exposing online reading materials like short stories help students understand and know how grammar patterns work. The students can notice the grammatical pattern in the text. They can adapt their previous knowledge of grammar with the content of the text. To build grammar skills, the use of GTM is promising. They can understand how the grammar used in the proper way by using their mother tongue as the introduction. By noticing the content of the short stories, they can see the perspective of grammar usage to implement in the spoken and written settings. This kind of method can be used by the teachers to teach grammar. It also inspires other researchers to develop it for some further.

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