

## GRAMMAR TRANSLATION METHOD IN TEACHING STRUCTURE AND WRITTEN EXPRESSION OF TOEFL ITP: IS IT STILL EFFECTIVE IN TODAY ERA?

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**Abstract:** *The grammar translation method (GTM) is an "ancient" method, and many say that its use is less effective in improving English language skills, especially speaking. However, nowadays, there is an English language certification test known as TOEFL ITP, which is widely used in the educational and professional world where the test does not contain a speaking ability test but rather a test related to the application of grammar called Structure and Written Expression questions. Because GTM was initially an effective method used to learn grammar, researchers tested whether GTM could also be effective in teaching Structure and Written Expression of TOEFL preparation material, which is a test intended for non-English speakers. The method used in this research was quasi-experimental, with two different treatments for each experimental and control class. The findings were analyzed using the paired sample t-test and independent sample t-test calculation methods, and the descriptive test results in each class were compared. The results showed that using GTM can effectively increase students' TOEFL scores in the Structure and Written Expression section, and this has a positive impact on teaching staff to apply the same method to EFL students who plan to take the English language test, namely TOEFL.*

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### INTRODUCTION

It is necessary to carry out an English proficiency test to determine how good a person's English skills are. One of the two most well-known standardized English proficiency tests worldwide is the TOEFL, which stands for Test of English as a Foreign Language. There are two types of TOEFL tests: Institutional Testing Program (ITP) and

Internet-based Test (iBT). In Indonesia, TOEFL ITP is better known and is often used as a requirement for continuing higher education or applying for jobs.

The TOEFL ITP assessment series measures non-native English speakers' proficiency in academic English; the TOEFL ITP is a selected-response test with three sections: reading comprehension, listening comprehension, and structure and written expression. The test has been made accessible to schools, colleges, and different suppliers of English language programs as an on-request assessment, suited for serving developmental (e.g., understudy arrangement in English language programs, understudy progress checking) as well as lower-stakes affirmations purposes (e.g., admissions to present moment, non-degree programs) (Lee, 2022). In this study, researchers put a limitation in those skills of TOEFL ITP that the research is only to measure how effective Grammar Translation Method usage is in teaching Structure and Written Expression. The questions presented in Structure and Written Expression do not ask students to write sentences in English that are grammatically correct. However, instead, students are asked to complete a missing sentence in the question by choosing the correct answer, precisely in the 15-number Structure question type. Meanwhile, in 25 types of Written Expression questions, students are required to find out which equivalent words are incorrect in a complete sentence that is provided in each question item (Rogers, 2011).

The main goal of people taking the TOEFL ITP test is to get the score requested by the target institution or company, so the higher the score obtained or, the more questions the test-takers can answer correctly, the better. Based on the results of observations made by researchers, researchers found that the main reason students experienced difficulty in working on Structure and Written Expression questions of TOEFL ITP was due to a lack of understanding of grammar and the meaning of the questions being asked. Researchers also interviewed one of the tutors who had taught at the TOEFL Warrior English course that provides TOEFL preparation classes, and the results were that the teachers interviewed found it more difficult to provide explanations for Structure and Written Expression questions than for the other two skills on the TOEFL ITP. That is why researchers focused on the skills to be studied using the Grammar Translation Method (GTM) in the Structure and Written Expression sections.

Several studies have documented using the grammar-translation method to improve English skills. To be able to teach strategies in working on TOEFL ITP Structure and Written Expression questions so that students can achieve their targets, Pramusita, Situmorang, & Nugroho (2023) conducted a study to increase the Structure and Written Expression scores of upper secondary students through online learning assisted by PowerPoint by strengthening students' understanding of parts of speech. Hence, the Grammar Translation Method is believed to help the students master the grammatical rules and vocabulary knowledge, which is critical to solving the Structure and Written Expression of TOEFL ITP questions. Another study conducted by Khamkaew (2022) found that students have good

perceptions toward the use of the Grammar Translation Method related to classroom management, learning activities, and learning outcomes. Suseno, Purnomo, and Nuryana (2022) carried out research that aims to improve speaking competence through Reading and Listening dictates using the Grammar Translation Method and found that employing the grammar-translation approach helped by podcast material can assist students improve their speaking skills. Akramy, Habibzada, and Hashemi (2022) found that the use of learning methods is more effective than facilities if the goal is increasing grades because applying the GTM method brings a good perception of the students. Activities related to translation will provide students with clarity, and they will find an opportunity to improve their accuracy in the target language. When the form and meaning of some language functions or items are explained to students, their language awareness will rapidly rise. The finding of Akramy, Habibzada, and Hashemi's research (2022) certainly answers why the use of the Grammar Translation Method is suitable to be applied in answering Structure and Written Expression questions because to be able to do this question; students must be able to find the correct answer to complete the missing sentences in questions and look for word or phrase choices which are wrong in a complete sentence. Students' analytical power regarding the use of grammar in the target language will be a tool for them to work on these questions (Hani et al., 2023).

Numerous studies have demonstrated the positive impacts of the Grammar Translation Method application in enhancing the English abilities of non-native English speakers. These studies provide evidence that suggests improving profuse areas related to English language learning, including a comprehensive understanding of an English text while understanding the grammar rules used in it as well as increasing vocabulary knowledge (Elmayantie, 2015), the effectiveness of pedagogical practices to maximize the learning outcomes (Gamage, 2020), improvement of the ability to read and understand the text or what is called reading skill (Daud, Yasim, & Munawir, 2022), and reduction in errors in translating documents using L1 along with positive improvements related to grammatical and lexical aspects (Pornwiryakit & Dandee, 2022). These studies, taken as a whole, highlight the gaps in the existing empirical literature and the potential benefits of the Grammar Translation Method (GTM) for teaching foreign languages despite its age-old tradition. The examinations point towards the promising bearing of exploration that expects to connect the split between headways in GTM studies and the act of English language education. They recommend further exploration to effectively coordinate GTM applications and the other English capability expertise, which the specialist here picks Structure and Written Expression of TOEFL ITP.

In this research, the use of the Grammar Translation Method (GTM) does not aim to make students able to use grammar formulas in composing sentences both in writing and in speech as in other research related to the Grammar Translation Method (GTM) but rather aims to enable students to be able to use them directly in form of the application of the

grammar formulas themselves, namely English sentences which are available in Structure and Written Expression questions. Furthermore, the novelty in this experiment that the researchers attempted to test is a new hypothesis of whether the Grammar Translation Method could also be used in English classes that are intended to obtain an English certificate, namely TOEFL, where the questions presented are a form of application of English grammar rules.

Therefore, the objectives of this study are firstly to measure the effectiveness of using Grammar Translation Method in improving the Structure and Written Expression section scores of TOEFL ITP.

### **LITERATURE REVIEW**

TOEFL ITP tested several skills: Listening Comprehension, Structure and Written Expression, and Reading Comprehension (Rogers, 2011). However, Structure and Written Expression material was more complex than the other two skills because of the difficulty in conveying explanations regarding the grammar application in the questions. Structure and Written Expression of TOEFL ITP tests test-takers understanding of English language rules and usage. A test-taker needs to use the analytical approach to quickly analyze the grammar of a sentence to see what element is missing (in Structure) or which element is incorrect (in Written Expression). Someone who uses the second approach simply chooses the answer that "sounds right" (in Structure) or the one that "sounds wrong" (in Written Expression). It is quite challenging, especially for people who learn English primarily by speaking and listening to it rather than by studying language rules and writing (Rogers, 2011).

Megawati (2017) said, "Language rules are remembered as units, which frequently incorporate outlined sentences." The use of punctuation, which is the littlest part of a sentence, is required to be recorded as a hard copy since it can depict when an occasion happens. English writing is different from composing in the Indonesian language. There are a few sorts of sentences, contingent upon the hour of event, it tends to be past or future as well as proper uses of words, vocabulary, grammar, spelling, and punctuation in making English sentences (Setiawan & Entusiastik, 2022) that are also applied in Structure and Written Expression of TOEFL ITP. Accordingly, somebody who needs to compose English composing should dominate the language structure. With the Grammar Translation Method, grammatical constructions and vocabulary are introduced through translation into the target language, with the teacher serving as the informational source (Fotos, 2005).

The grammar translation method is not new. It has had different names, but language teachers have used it for many years. At one time, it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek (Mart, 2013). The Grammar Translation Method has been acknowledged for the effortlessness that it gives to instructors who apply this strategy and the get to they have upon their understudies. In this way, Damiani (2003) contends that using the Grammar Translation Method can assume his

students' intelligence while they discuss grammatical rules. In expansion, "translation can make the understudy come to closer holds with the target language" (Chellapan, 1983). The reason why the researchers applied the Grammar Translation Method to improve students' scores of Structure and Written Expression is that in the case using the lecturing method, the researchers found it difficult for students to understand how to do Structure and Written Expression questions because they must first understand the very complex grammatical formulas to determine which to choose. Often, in one English word, there are differences in meaning or function due to differences in the part of speech. Nevertheless, using the grammar-translation method eases students in understanding which answer is correct because the students can understand the meaning of the sentence asked in the questions and the most connected answer choice more easily by translating the questions into their mother language. In other words, using the Grammar Translation Method helps students understand the grammatical structure and meaning of a sentence.

The use of the Grammar Translation Method has spread throughout the world where grammar is taught deductively. The teacher acts as a source of information and the student's guide who will provide a language structure pattern. Hence, students will practice using this pattern in the form of practice questions that the teacher has determined. This method allows teachers to have complete control over classroom conditions and can measure student progress more easily. This method simply uses texts or questions that both students and teachers use. Through this instrument, students get the first source of information. Students will then analyze the grammatical structure and meaning of the writing (Memushaj & Sogutlu, 2019). Apart from the many other English learning methods that have emerged, the Grammar Translation Method is still the standard method used (Setiyadi, 2014) and is still relevant (Harmer, 2007).

## **METHOD**

The method used in this study is the Pre-test-Post-test Nonequivalent Control Group Design. This study used two classes, a control class and an experimental class, in which the students were firstly given a pretest of Structure and Written Expression of TOEFL ITP. Researchers gave the class Grammar Translation Method to teach Structure and Written Expression and later gave the students a post-test. Finally, researchers analyzed the results of the student's answers and connected them to significant other research references.

### **Research Design**

Table 1 is the research design with an explanation where OA is the experimental class before being given treatment in the form of learning using the Grammar Translation Method. OA' is the result after the treatment is carried out. Meanwhile, OB is the control class that will be taught using the lecturing method, and OB' results in the control class as explained by Yudhanegara (2015).

**Table 1.**  
Research Design

$O_A$	X	$O_{A'}$
$O_B$	-	$O_{B'}$

### Respondents

The population consisted of students in TOEFL Intensive A and TOEFL Intensive B classes, each of which consisted of 10 people without distinguishing gender, age, race, or religion. The sample used probability sampling, a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member (Sugiyono, 2013). The researchers used the disproportionate stratified random sampling method because there is a population with a state but disproportionate. This study used two classes as samples: the TOEFL Intensive A class as the experimental class using the Grammar Translation Method and the TOEFL Intensive B class as the control class without using the Grammar Translation Method.

### Instruments

The instruments used in this research were pre-test and post-test questions on the TOEFL ITP Structure and Written Expression material which was adapted directly from the TOEFL organizers, namely ETS (Educational Testing Service). The Structure and Written Expression questions contained in the official TOEFL ITP test are questions that have been tested for validity and reliability. This is claimed by ETS on its official website and proven by research conducted by (Taufiq, Santoso, & Fediyanto, 2018).

### Data Collection Procedures

The data collection procedure was carried out in three stages for students and teachers, namely in the pre-experiment and post-experiment phases, with information as in the following Table 2.

**Table 2.**  
Data Collection Procedures

Time	Data Source	Data Type	Data Collection Technique	Research Instruments
Pre-Experiment	Teacher and students	Teacher and student activities during learning	Observation	Observation sheet
Post-Experiment	Students	Students' Structure and Written Expression learning results with and without Grammar Translation Method application.	Pretest and Post-test	Test questions

Observations were taken by asking several questions via a form distributed to teachers who teach Structure and Written Expression and students who have studied it in class. The pretest questions were given to both the control and experimental classes before the treatment was given, while the post-test questions were given at the end of the meeting after the treatment was given. Students' perceptions of learning will be analyzed using a questionnaire that is given after the research is completed using a form.

### **Data Analysis**

Data analysis was conducted by calculating the comparison of student scores on the pretest and post-test. Providing the Grammar Translation Method can be successful if the post-test score is higher than the pretest score. Furthermore, the data obtained was also analyzed using the SPSS application.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Descriptive Findings***

Table 3 below shows a summary of the results of the analysis or descriptive analysis in the experimental class, and it can be seen that there are differences that tend to lead to an increase in scores for each aspect, such as minimum value, maximum value, average score, median score, mode, and standard deviation.

**Table 3.**  
Descriptive Analysis of Experiment Class Pretest Post-test Data

<b>Experiment Class</b>	<b>Pretest</b>	<b>Post-test</b>
Maximum score	570	650
Minimum score	330	380
Mean	442.73	510
Median	420	520
Mode	400	520
Deviation Standard	70.156	85.323

Based on Table 3 above, in general, there is an increase in the average score between the pre-test and post-test scores in the experimental class after studying Structure and Written Expression on TOEFL ITP using the Grammar Translation Method (GTM). The lowest and highest scores in the experimental class on the pretest were 330 and 570, while on the post-test, they were 380 and 650. The students in the experiment class also experienced an increase in their average score from around 443 to 510. Also, the experimental group's median and mode of the post-test score are 520, which is above the minimum target score of 500. This is aligned with the statement that the goal of the GTM application is for students to be able to pass their standardized exam or, as it is said, that accuracy is the main objective here rather than fluency (Saima, 2021).

The results of the descriptive analysis or analysis in the control class are summarized in Table 4, and it can be seen that there are no significant differences that tend to raise scores for each aspect—maximum value, average score, median score, mode, and standard deviation—in this group. There was even a decrease in one aspect, namely the minimum score.

**Table 4.**  
Descriptive Analysis of Control Class Pretest Post-test Data

Experiment Class	Pretest	Post-test
Maximum score	600	630
Minimum score	350	330
Mean	469	485
Median	465	465
Mode	420	630
Deviation Standard	74.454	95.365

Based on Table 4 above, there is a decrease in the TOEFL ITP Structure and Written Expression scores in the control class after learning using the lecture method, where initially the minimum and maximum student scores were respectively 350 and 600 in the pre-test, decreasing to 330 and 530 in the post-test. Although it experienced an increase, the rise is less significant than in the experiment class. The average score in the control group is still below 500, as the minimum target score was 469 in the pre-test and 485 in the post-test. The median score in the control class is only 465 as well. Although the mode score in the post-test of the control class has reached 630, since the average score is only 485, it can be said that more students get lower scores than 500.

From this explanation, thus it is inferred that the implementation of the lecture method, which ignores the usage of the first language (L1) or native language, could not be as effective as the Grammar Translation Method (GTM) of teaching Structure and Written Expression in promoting independent thought or developing student's thinking skills (Abdulbaki et al., 2018). In such cases, teaching through translation and with grammatical rules becomes easy and beneficial because GTM facilitates them with the understanding of concepts given in the textbooks in their first language. A comparison of both the structures of L1 and L2 gives them ample understanding of the ideas. Here, GTM proved an entrance road for students to enter the world of English (Rajput et al., 2023).

### ***Experimental and Control Group Statistics***

The Paired Sample T-Test or also known as the two paired samples test. The requirement for carrying out a sample t-test is that the tested data must have a normal distribution as in the previous calculation. The function of the paired sample t-test is to

determine whether there is a significant influence between the use of the Grammar Translation Method (GTM) and students' TOEFL Structure and Written Expression scores in the experiment class. Moreover, it is applied to find out whether there is a difference in the average (mean) of two paired samples as well (Yusop et al., 2015). This test was carried out on both classes, namely the experimental class and the control class, as in Table 5 below.

**Table 5.**  
Paired Sample T-test Result

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Experiment-Post Experiment	-67.273	61.496	18.542	-108.587	-25.959	-3.628	10	.005
Pair 2	Pre Control-Post Control	-16.000	30.984	9.798	-38.165	6.165	-1.633	9	.137

According to Table 5, if the significance results of the paired sample t-test produce a value smaller than 0.05, then it can be said that there is a difference in the average student score. The Grammar Translation Method (GTM) method is proven to affect the increase of the average student score (Yusop et al., 2015).

The rationale for conducting independent sample t-test is that the data from the sample being tested must be normally distributed and must also be homogeneous. This test was applied to determine whether there was a difference in TOEFL ITP scores for the Structure and Written Expression sections between students who were taught using the Grammar Translation Method (GTM) in the experimental class and those who were taught using the lecture method in the control class. This test was only conducted on experimental and control class post-test data.

The results of the data comparison can be seen in the following Table 6.

**Table 6.**  
Independent Sample T-test

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.				Mean difference	Std. Error Difference	Lower	Upper
GTM	Equal variances assumed	2.460	.121	2.373	19	0.28	51.273	21.606	6.052	96.494
	Equal variances not assumed			2.445	15.060	0.27	51.273	20.971	6.589	95.957

Based on Table 6 above, the Sig. (2-tailed) value between the experimental class and the control class is different which in the experimental class, the value is higher, namely 0.28 whereas in the control class it is 0.27. The Sig value is obtained. (2-tailed) of 0.028 in the experimental class and 0.027 in the control class, indicating that both are smaller than 0.05, so it can be concluded that there is an average difference between the experimental class before and after the Grammar Translation Method was carried out.

Even though the difference in the Sig (2-tailed) value is not very significant, the experimental class still has higher points. Apart from that, there was no decrease in student scores in the experimental class, all students experienced an increase in scores. In contrast to the control class, it was found that there were students with lower scores after the learning was carried out. The slight difference in scores was caused by differences in pre-test scores between the experimental class and the control class, where most of the experimental class' pre-test scores were lower than the control class. Meanwhile, the post-test results were higher for students in the experimental class.

**Table 7.**  
Group Statistics

	<b>Class</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
TOEFL Score	Post Experiment	11	510	85.323	25.726
	Post Control	10	485	95.365	30.157

Based on Table 7 above, it can be seen that the average TOEFL score in the Structure and Written Expression section of the experimental class who studied using the Grammar Translation Method (GTM) was higher with the score of 510 than the average TOEFL ITP Structure and Written Expression score in the control class who studied using the lecture method with the score of merely 485. There is a point difference in the average score of the two classes by 25.

## **Discussion**

Another name for GTM is the "Classical Method" since it is the most traditional approach to learning foreign languages and is still in use today. Hence, its significance is undeniable. It is also believed that GTM greatly impacts students' reading and writing skills (Rajput et al., 2023). Nevertheless, there has yet to be research that states that the use of GTM can also be applied to the implementation of a given writing sentence, as in this research, the researchers use Structure and Written Expression questions of TOEFL ITP, unlike the use of GTM in several previous studies which aimed to enable students to write well or understand English reading comprehensively. The use of GTM in this study was to see whether writing in English was available so that students could make corrections to correct Structure and Written Expression questions using their understanding of grammar and translation skills by providing the GTM method.

Based on the data results in Table 5 above, because the Sig. (2-tailed) in the experimental class is 0.005 which is lower than 0.05, meaning that the use of the Grammar Translation Method (GTM) significantly impacts the increase in students' average scores on Structure and Written Expression of TOEFL ITP. Meanwhile, in the control class, because the Sig. (2-tailed) is higher than 0.05, namely 0.137, so the use of the lecture method does not significantly impact the increase in the average student score on TOEFL ITP Structure and Written Expression. It is in line with the theory that the GTM enables students to get a close grip on the target language as well as they can have a clear perception of divergence and convergence by the concurrent recognition of the questions given. In effect, they obtain a divergent consideration by making themselves clear with the tools to perceive and analyze (Durrani, 2016). In the Structure and Written Expression of TOEFL ITP, 25 questions ask students to analyze an English structure of the questions given and choose one part of speech or phrase which is wrong in every sentence by selecting the multiple choice between A, B, C, or D. One of the reasons why the experimental class can gain a higher score in the post-test after GTM is conducted is because GTM can release an impact so that one can understand how English structure influences the other and also point out those habits that remain unnoticed to correct errors (Durrani, 2016), "translating is a natural and essential process," Duff (1996) suggested.

Based on Table 6 above, the Sig value is obtained. (2-tailed) of 0.028 in the experimental class and 0.027 in the control class, indicating that both are smaller than 0.05, so it can be concluded that there is an average difference between the experimental class before and after the Grammar Translation Method was carried out. Based on the Table 6 above, it can be seen that the average TOEFL score in the Structure and Written Expression section of the experimental class who studied using the Grammar Translation Method (GTM) was higher than the average TOEFL ITP Structure and Written Expression score in the control class who studied using the lecture method. The reason why the control class got a lower average score than the experiment class is that the lecture method emphasizes no translation between the second and the first language (Brown, 2007). Students became inactive in the learning activity and faced the inability to answer the Structure and Written Expression questions due to the lack of vocabulary recognized. Furthermore, students cannot understand what is asked and how to answer the questions because some words are unfamiliar with the Structure and Written Expression of TOEFL ITP is used in academic or career fields, and some advanced phrases are applied (Hazmi & Lengkanawati, 2020). On the other hand, GTM is assumed to be better if combined at the same time as the learning process (Bhatti & Mukhtar, 2017).

The application of GTM is when the students understand the question, and the teaching activity then moves to specific grammar rules. In this phase, the students were given some grammar patterns, followed by some exercises. Drills could also be implemented during the learning process. Once the students understand the structure, the

lesson ends by reviewing the material, from vocabulary to grammar. Although GTM is classified as an old method regarding some objections and is limited by experts (Omar, 2019), GTM is applicable and adjustable to fit the needs of modern language learners. Additionally, by using a variety of texts, students will be exposed to the application of language they have learned in various contexts. It indicates that students' exposure to real texts is not always limited when GTM is used in the classroom. The process of translating text and vocabulary from the original language to the mother tongue aids in improving pupils' comprehension of both the text structures and word meanings (Suseno, Purnomo, & Nuryana, 2022). Students' future language use will benefit from their ability to memorize vocabulary and sentence structures. Students will be able to practice using a structure in various ways with the aid of sentence drills and activities. Language teachers wish that their pupils utilize the language correctly and appropriately in addition to the fact that they should speak it fluently (Lestary, 2019). Though GTM does not require communication in the target language, teachers should occasionally attempt to speak with students in that language. The teacher could introduce a few words and brief sentences so that students get used to the target language (Lee & Davis, 2020).

Even though the authors have successfully used the Grammar Translation Method in their teaching, there are a few things that those who are about to use the same method should be aware of. The students ought to be familiar with the fundamentals of English. At the absolute least, the student should be familiar with some vocabulary. The teachers will be able to introduce concepts of words and structures at a higher level with the aid of basic knowledge. Moreover, the researchers believe that this approach works well in small classes as in line with the statement by Wahyuningsih, Nurbayani, & Saugi (2019) since it takes some time to translate and explain things besides drilling practice. Therefore, if the number of students is more than that in the researchers' classes, the teacher must extend the drilling activities and expedite the translation process.

## **CONCLUSION**

Structure and Written Expression, the hardest part of the TOEFL ITP exam, claimed by many students, is one part that aims to test whether students can compose or correct a sentence in English properly according to applicable grammar rules. The main finding is that the use of the Grammar Translation Method (GTM) method, even though it is known as the most ancient learning method, is still effective in teaching material and how to work on Structure and Written Expression questions of TOEFL ITP as evidenced by the increase in the average score of students in the experimental class between the pretest with the post-test compared to the average pretest and post-test scores of students in control class.

This discovery is necessary because finding that the Grammar Translation Method is still effectively used in the classroom provides relevance that if it is found that there are still teachers who use it, it does not mean that the teachers are not up to date with the latest

methods. The Grammar Translation Method is still used because there is a particular target to achieve, and GTM is still effective. In addition, the teacher must also ensure that the basic abilities of each student are equivalent, especially regarding fundamental things in English, such as knowledge of general vocabulary. If this is not the case, using the Grammar Translation Method may be less effective.

For any English teacher, it is beneficial to conduct follow-up research to discover whether the pupils fulfill the instructing strategies that the teacher attempts to serve their needs or apply what they pick up from the classrooms in their examination. For further research, a trial can be conducted to see whether the grammar-translation method is still effective when applied to other English language certification exams such as TOEFL iBT®, or IELTS.

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