



IMPLEMENTATION OF THE TRANSLATION METHOD IN IMPROVING CHILDREN'S BASIC ENGLISH GRAMMAR MASTERY

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Abstract:

English serves as a pivotal medium for global scientific communication, necessitating early exposure to its structural foundations. In the context of pedagogical training, students of the Islamic Education Management (MPI) Study Program are tasked with bridging the gap between theoretical grammar and practical instruction for young learners. This study investigates the implementation of the Grammar-Translation Method (GTM) as a strategic tool used by MPI students to enhance basic English grammar mastery among children. The translation method is employed as a scaffolding technique, where students facilitate the translation of simple texts to foster accuracy and conceptual clarity in young learners' grammatical understanding. This research adopts a qualitative case study approach, documenting the instructional practices of MPI students. Data were gathered through structured questionnaires and reflective observations distributed via digital platforms, capturing the students' experiences in adapting complex linguistic rules into digestible content for children. The findings indicate that the translation method significantly aids MPI students in delivering structured grammar lessons, resulting in improved comprehension and reading engagement among the children. Furthermore, the results suggest that this method not only strengthens the children's linguistic foundation but also hones the pedagogical competence of MPI students in managing language-based educational programs. This study contributes to the development of effective teaching models within Islamic education frameworks, emphasizing the dual benefit of grammar mastery for both the instructor and the young learner.

Keywords: *grammar skills; translation method; early childhood education; pedagogical competence; MPI students*

Abstrak

Bahasa Inggris merupakan medium krusial dalam diseminasi pengetahuan saintifik secara global, yang menuntut adanya paparan dini terhadap fondasi struktural bahasa tersebut sejak usia anak. Dalam konteks pelatihan pedagogis, mahasiswa program studi Manajemen Pendidikan Islam (MPI) memiliki peran strategis untuk menjembatani celah

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antara teori tata bahasa formal dengan instruksi praktis bagi peserta didik usia dini. Penelitian ini bertujuan untuk menginvestigasi implementasi Metode Terjemah sebagai instrumen strategis yang digunakan oleh mahasiswa MPI dalam meningkatkan penguasaan tata bahasa Inggris dasar pada anak-anak. Metode terjemah diaplikasikan sebagai teknik *scaffolding* (perancah), di mana mahasiswa memfasilitasi penerjemahan teks sederhana untuk menumbuhkan akurasi dan kejelasan konseptual dalam pemahaman gramatikal anak. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mendokumentasikan praktik instruksional mahasiswa MPI. Data dikumpulkan melalui kuesioner terstruktur dan observasi reflektif yang didistribusikan melalui platform digital, guna merekam pengalaman mahasiswa dalam mengadaptasi aturan linguistik yang kompleks menjadi konten yang mudah dicerna oleh anak-anak. Hasil penelitian menunjukkan bahwa penggunaan metode terjemah secara signifikan membantu mahasiswa MPI dalam menyampaikan materi tata bahasa yang terstruktur, yang berimplikasi pada meningkatnya pemahaman dan minat baca pada anak. Lebih lanjut, temuan ini mengindikasikan bahwa metode ini tidak hanya memperkuat fondasi linguistik anak, tetapi juga mengasah kompetensi pedagogis mahasiswa MPI dalam mengelola program pendidikan berbasis bahasa. Studi ini berkontribusi pada pengembangan model pembelajaran yang efektif dalam kerangka pendidikan Islam, dengan menekankan manfaat ganda penguasaan tata bahasa baik bagi pendidik maupun peserta didik.

Kata kunci: Metode Terjemah; Kemahiran Tata Bahasa; Pendidikan Anak Usia Dini; Kompetensi Pedagogis; Mahasiswa MPI

INTRODUCTION

English is a subject that must be studied by all students in various majors (Merta, 2019). English materials often taught to students include grammar, translation, and reading skills. Grammar is one of the most important aspects in any English learning process because grammar means structure and must be understood when starting to learn English. Grammar is an explanation of the methods, sometimes referred to as rules or laws, that govern the structure of words into sentences (Melalolin et al., 2020). Grammar is defined as the "rules" in a language for constructing sentences. The definition of grammar seems to have a similar key term, namely norms or guidelines. So, basically, grammar can be defined as a set of specific rules or principles for organizing words into sentences in a language, thus providing meaning for anyone who uses that language, whether when speaking, listening, writing, reading, or simply thinking. Some elements of grammar emphasize the arrangement of words, sentences, paragraphs, nouns,

verbs, and punctuation. To achieve the goal of grammar learning, all elements involved in the learning process must support and consider the different characteristics of each class and its students. Today, many university students, particularly English Language and Literature students, still face difficulties in understanding grammar. These grammatical errors are clearly very dangerous if not immediately corrected by instructors and students themselves. Language errors are a type of violation of grammatical rules. Various forms of violations can occur, both physical and non-physical. These language errors can indicate that many students still lack complete knowledge of grammar. For students learning language, they are still lacking in skills.

Therefore, to correct students' errors in grammar, researchers conducted studies to improve rules and grammar using the Grammar-Translation Method. This method is a language learning technique that emphasizes teaching grammatical rules and applying these rules through translating sentences or texts between the source and target languages. For example, after studying certain grammatical structures, students will be asked to translate example sentences from English to Indonesian and vice versa, with the aim of deepening their understanding of language structures and improving grammatical accuracy in both languages (Newmark, 2023). This method is expected to be used in the learning process of students in the Islamic Education Management Study Program, with the aim of helping students in semesters 1-3 more easily understand the basics of English grammar and be able to apply them in the future. By utilizing the mother tongue/local language in teaching and learning activities and adding a little foreign language, detailed explanations when discussing vocabulary (grammar) and other aspects are expected to be effective and students can understand the key points conveyed by the presenter. Vocabulary and grammar are emphasized in this method. Reading and writing are the main skills that students will practice during this course.

In English courses, there is reading comprehension material (Abdulameer Mohammad & Hasbi, 2021) where students are instructed to read several texts and find facts contained in the reading, so that students can simultaneously learn about the grammar contained in the writing. Reading involves the interaction between the reader's skills and cognitive processes and the linguistic characteristics of a text. Readers need to integrate text information with prior knowledge to form a mental representation of the text's meaning (Van Dijk, et al. in Smith R, et al., 2021). The relationship between how a sentence can become past tense, and why? This question must often arise in the minds of students. Therefore, by considering the difficulties faced, solutions are needed to overcome them, so researchers think how important it is to improve the ability to use good and correct grammar in learning for MPI 2 students. This is the momentum to develop a learning research process through this translation method because in English courses, accuracy is very necessary for students to identify the use of grammar and can also make it easier for

students when writing texts. "Based on recent research findings, a study by Tasdemir et al. (2023) showed that teachers view translation as an important pedagogical tool in second language (L2) teaching. This method is considered effective in helping the development of various language skills, including reading, writing, speaking, and listening. Although there is debate regarding the risks of using technologies such as machine translation (MT), the majority of teachers agree that translation still has high pedagogical value in traditional language learning contexts." Agreeing with Catford, Newmark states that translation is "a method whose use is by translating the meaning of a text into another language according to the intentions of the text's author." (Hidayati, 2020). One possible way to integrate translation in English classes can be through the use of translation activities.

In this study, researchers found that several MPI 2 students, particularly in English courses, assumed they sometimes had difficulty identifying grammar due to their limited experience speaking English correctly (according to the rules). Therefore, researchers are committed to improving the efficiency of the learning process according to the characteristics of each class. In general, many B3 students still struggle with using good and correct grammar. One reason is that they are not used to using the language itself and also because it is not their first language, so it takes time to understand and apply it. One of the most appropriate and easy ways to train students' skills is by using this translation method.

This research was conducted by researchers to improve grammar skills both orally and in writing in MPI 2 students. The advantages of this method are that it can develop students' skills and abilities in reading, writing, and translating foreign language literature, making it easier for students to learn foreign languages because they are allowed to use their mother tongue (native language) in the language teaching process. Researchers understand that many MPI 2 students, especially early-level students, experience difficulties in using correct grammar, therefore researchers are motivated to conduct this research so that learning in the classroom can be established effectively and we try to collaborate with the lecturers as a further step to support the research we are doing and of course we hope that it can be applied to the ongoing learning process so that in the future we can apply this method as a solution to the problems of most foreign language learners. The evaluation of this method, namely written tests, is often used to evaluate students by translating the foreign language being studied into their own native language or vice versa.

This article contains the formulation of the problem regarding the definitions of grammar, translation methods, English courses, and how to implement them to MPI 2 students of Islamic Education Management Study Program, Attanwir Institute, Bojonegoro. This study aims to collect data, develop data and prove data, so that the results of this study will obtain new knowledge that can be used to understand the problem of improving grammar skills in MPI 2 students of Islamic Education Management Study Program, Institut Attanwir Bojonegoro.

Despite the extensive body of literature surrounding the Grammar-Translation Method (GTM) in general English as a Foreign Language (EFL) contexts, a significant research gap remains regarding its specific application within non-English departments, particularly the Islamic Education Management (MPI) Study Program at pesantren-based institutions. Previous studies have largely concentrated on the cognitive development of linguistics students, yet there is a dearth of empirical evidence exploring how GTM can effectively bridge the psychological barriers and limited linguistic exposure faced by MPI students who are required to balance pedagogical competence with administrative leadership. The primary issue often stems from a stark imbalance between basic vocabulary acquisition and the mastery of complex sentence structures, which hinders their ability to produce standardized academic work. Consequently, this study seeks to address this void by evaluating whether a scaffolding-based translation approach serves as a viable, culturally relevant solution tailored to the unique characteristics of learners at the Institut Attanwir Bojonegoro.

RESEARCH METHODS

This study adopts a descriptive quantitative research design to systematically investigate and quantify the impact of the translation method on the basic English grammar mastery of students. Descriptive quantitative research is defined as a scientific inquiry that involves the collection of numerical data to describe, explain, and predict phenomena through formal, objective, and systematic processes. In accordance with the framework proposed by Creswell & Poth (2023), quantitative research necessitates the use of standardized instruments to measure variables objectively, ensuring that the gathered data can be analyzed through statistical procedures to identify trends or patterns. In this context, the researcher functions as an objective analyst, transforming individual student responses into measurable data to provide a broad and generalizable evaluation of how the Grammar-Translation Method (GTM) operates within the Islamic Education Management (MPI) Study Program.

The rationale for selecting a descriptive quantitative framework lies in its capacity to provide a precise, factual, and "numerical snapshot" of the academic conditions at the Institut Attanwir Bojonegoro. The researchers utilize a Likert scale and percentage analysis to distill complex pedagogical experiences into clear visual representations, such as pie charts, ensuring that the findings regarding grammar improvement are supported by a rigorous statistical foundation. By adopting this methodology, the study can offer a structured evaluation of how factual reading materials and translation exercises contribute to the linguistic foundation of MPI 2 students in a manner that is both measurable and reproducible for future academic inquiries.

In this study, the researcher took the research object of MPI 2 Faculty of Tarbiyah students. The reason the researcher chose this object was because this

object was very suitable and in accordance with the predetermined title and was expected to be able to help this research. The object of this research was specifically for classmates and the same year as the researcher because it was easy to reach. Regarding the research, we collected data by distributing questionnaires via Google Form which would then be filled out by MPI 2 students. The data in this study were descriptions of students' opinions about the benefits of English courses and their relationship to the grammar skills of students majoring in English Language and Literature, especially MPI 2 students.

Table 1. Measurement instrument for improving grammar skills in MPI 2 students at the Attanwir Institute, Bojonegoro through the translation method in the English course.

Question	Question Item Number
What do you think about grammar?	1
In your opinion, what are the weaknesses in learning grammar?	2
In your opinion, what are the advantages of learning grammar?	3
Do you think the translation method is truly effective in improving grammar quality?	4
What materials are taught in your English class?	5
How much influence did English courses have in improving your grammar skills?	6
Has your grammar skill improved with the English course?	7

This questionnaire consisted of seven questions, with a sample size of 10 respondents. To calculate the results, the researchers used pie charts to determine the percentage of the data obtained. They also used a Likert scale as a measurement method, with a calculation plan that included determining the response scale and the corresponding value for each scale. After calculating the scale values and the number of respondents, the researchers then determined the research findings.

RESULTS AND DISCUSSION

The implementation of the experimental phase in this study was conducted through a series of structured interventions that utilized factual reading texts as the primary instruments to test the grammatical precision of MPI 2 students. During an intensive observation period spanning from May 25 to June 15, 2025, the researchers applied a systematic scaffolding technique where subjects were instructed to deconstruct the grammatical components of various tenses ranging from Simple Present and Past Tense to Simple Future Tense independently before validating their findings through collaborative group peer-reviews. The field findings revealed a significant surge in the students' syntactic accuracy; whereas previously there was a pronounced ambiguity in distinguishing verb forms based on time markers, the integration of the translation method proved capable of systematically minimizing these errors.

Empirical data gathered via digital questionnaires further substantiate these findings, indicating that a substantial majority of respondents specifically 60% perceived the translation method as "very helpful" in clarifying their understanding of complex rules. In-depth analysis of the translation sessions, which initially prohibited the use of dictionaries, uncovered that students became significantly more sensitive to the functional role of words within a sentence context rather than merely memorizing literal definitions. The success of this experiment was evidenced not only by more consistent written test scores but also by the students' newfound ability to perform self-correction on biography and information report texts, ultimately fostering a higher degree of linguistic autonomy and pedagogical readiness.

Based on the findings of the research conducted through the distribution of questionnaires to MPI2 students at the Attanwir Institute in Bojonegoro for approximately two weeks, the researchers managed to collect numerous responses that facilitated data analysis. The results of the questionnaires indicate various strengths and weaknesses of the use of translation learning methods in improving grammar skills, as well as the impact of English courses on the grammatical development of MPI2 students. According to the latest definition (Ace Archive, 2023), grammar is a system of structural rules that govern the composition of words, phrases, and clauses in natural languages, encompassing syntax, morphology, and internal rule relationships assumed to be known by native speakers. Thus, students who master grammar are able to apply these rules effectively to form precise meanings in written and spoken communication.

Several correspondents stated that using grammar in learning methods is very useful because it is easier to understand. One correspondent argued that by studying grammar, he found it easier to understand English courses because he now understood the rules. Similarly, other correspondents, as concluded by the researcher, stated that learning grammar is the core of English because it serves as a rule that must be understood when first learning English.

Therefore, based on literature sources and respondents' answers to the questionnaires distributed by the researchers, the results of this study can be concluded that the use of grammar in learning methods is very important and must be studied by all students in all majors.

Research is an activity that involves various parties, including researchers, respondents, and informants. One opinion suggests that research is a theory that can be likened to a scalpel to dissect problems occurring in certain social situations. It is also often stated that theory serves as a foundation or basis for studying a social phenomenon (Suwendra, 2018). Therefore, the researcher attempted to conduct a dissection, a further study of problems that frequently arise in the world of English, namely problems in grammar. In this case, the researcher used MPI 2 students from the Attanwir Institute in Bojonegoro as respondents and informants to assist the research conducted by the researcher.

In this description, the researcher will explain the results and discussion aimed at understanding the role of the translation method in learning English grammar. As mentioned in the previous description, this study used a qualitative method to examine the situations and conditions experienced by MPI 2 students. The study took place from May 25, 2025, to June 15, 2025, which obtained data and information that we will analyze to obtain a solution to the problem. For the analysis stage, the researchers created a questionnaire link which was then distributed to MPI 2 students.

In a questionnaire distributed through Google Forms, we briefly discussed the advantages and disadvantages of studying grammar, and we received several responses that we believe align with the topic. The first discussion focused on the advantages of studying grammar. Respondent 1 stated that the advantage of grammar is that it “makes writing and speaking easier.” Furthermore, respondent 9 stated, “I think grammar is very important, especially in English, because it helps us construct English sentences well and correctly.” The second discussion focused on the disadvantages of studying grammar. Respondent 5 stated, “My weakness in studying grammar is that I am not fully engaged and do not master and understand the material quickly.” Respondent 10 also stated, “If I study grammar too much, informal conversations can seem stiff because I am too focused on grammar.” Every student certainly has their own strengths and weaknesses in understanding the material. Students who do not fully understand grammar will usually use the translation method to find answers to their assignments. The translation methods used can vary, for example through the Google Translate application, Oxford Dictionary, or through courses that use this method, namely English.

Therefore, this study was conducted by researchers who aimed to find out about the influence of the translation method and its influence in improving the grammar skills of MPI 2 students. Researchers revealed that behind all the obstacles that arise there is a solution to this obstacle, namely if we students feel embarrassed because we have not mastered grammar material, then try to start doing small things to like grammar such as watching explanatory videos about grammar on YouTube or also through social media. After understanding the material watched on YouTube, students can continue with practice in everyday life such as writing, speaking, and using translation methods so that the results obtained can be more in accordance with the original language.

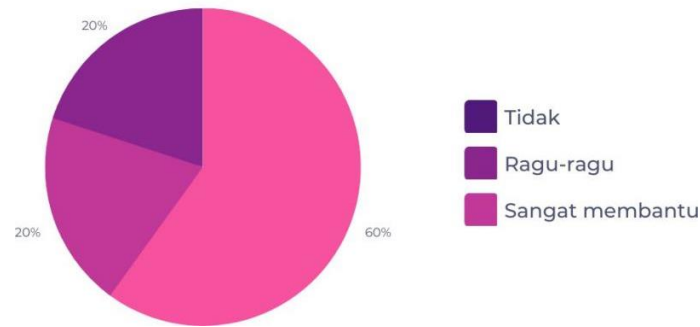


Figure 1. Percentage diagram of the effectiveness of the translation method on improving grammar.

The results of the percentage calculation in the diagram show that the use of the translation method is quite helpful in improving the quality of grammar in MPI 2 students. In Figure 1, it shows that there are 60% of students who give the opinion that the translation method is very helpful in their grammar understanding. Then there are about 20% of students who answered doubts about the use of the translation method in understanding grammar, and finally there are about 20% who answered that it is not related to the efficacy of the translation method for MPI 2 students. From the results of the distribution of the research questionnaire, we got several student responses that were almost similar regarding this translation method. Therefore, we agreed to summarize their opinions into two different opinions, namely opinions that agree and disagree regarding the efficacy of the translation method in improving the quality of grammar of MPI 2 students. According to the opinion of the 5th respondent, it states that "I think the translation method is effective in improving the quality of grammar because the translation method helps us to understand vocabulary that is foreign to us and can arrange the word order well and correctly, but we also have to look at several other sources or translation tools such as the Oxford Dictionary as a means of translation methods". As for the opinion of the 6th respondent, who stated that "The translation method is not really effective, sometimes there are still some errors found." (Wijaya et al., 2019).

Based on these two opinions, and of course, considering the opinions of other respondents, using the translation method has advantages and disadvantages in helping students understand grammar. One advantage of the translation method is that it is easily accessible via the internet, and the results can be immediately used and studied by students. However, the translation method also has disadvantages, namely that the grammar used often does not conform to the rules of the language itself. For example, in the Google Translator application, some sentences are often translated one by one by interpreting each word rather than directly interpreting the sentence. This results in some translations being inaccurate and non-standard (Muliadi, 2022).

The application of the translation method to improve grammar quality produces good results. As can be seen in the table above, the average correspondent expressed the opinion that the method was very helpful in understanding grammar. In the translation method, students were instructed to translate the entire text given by their lecturer without consulting a dictionary, then mark the words they did not understand. After that, students would discuss with other students and find the answers to the words they did not understand. When the discussion session was over and the answers had been collected, the lecturer would instruct students to open a dictionary and compare their answers. It can be concluded that the translation method significantly influenced students' grammar knowledge and was more effective when compared to learning grammar without using the translation method (Kurniawan, et al., 2021). Therefore, it can be concluded that this method is very effective for students because in addition to being able to understand the text in depth, students can also communicate directly with their friends through discussions, which can improve their understanding of the material presented by the lecturer.

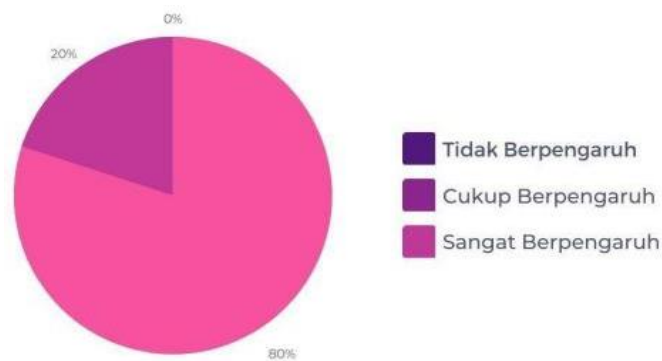


Figure 2. Percentage Diagram of the Influence of Factual Reading Courses on Grammar Improvement.

The percentage calculation results in the diagram show that the Factual Reading course significantly impacts students' grammar comprehension. Figure 2 shows that 80% of students believe the Factual Reading course significantly impacts their grammar comprehension. Furthermore, approximately 20% also stated that the English course significantly impacts their grammar comprehension. Our research indicates that the English course significantly impacts students' grammar comprehension.

English is a compulsory subject that must be completed by MPI 2 students in the Islamic Education Management Study Program at the Insstitut Attanwir Bojonegoro. The English course discusses various types of reading texts such as simple Present Tense, simple Past Tense, Simple Future Tense, autobiography text, biography text, recount text, descriptive text, information report, news item, procedure text, and many more. Because this course contains various types of discussions, this course is certainly useful for improving students' literacy skills by

analyzing the content of the text through the translation method by finding the main idea and meaning of the story that can improve grammar, writing, and speaking skills. As previously stated, this improvement in grammar is because in each meeting of the English course always presents various types of new texts and is asked to read and analyze the text. By reading this, the application of the translation method is used, over time by reading through this method, MPI 2 students feel helped because in addition to improving reading skills, it also improves grammar skills.

The implementation of research on improving grammar skills in MPI 2 students at the Attanwir Institute through the translation method in this English course is to determine the English language skills of MPI 2 students at the Attanwir Institute, Bojonegoro. It can be concluded that the English language skills of MPI 2 students at the Institut Attanwir Bojonegoro are classified as very good. This is because grammar learning has been applied to all English courses from the early semester and has made the understanding of grammar in MPI 2 students increasingly improve. The results achieved in this study are able to increase insight or knowledge of language, specifically in the field of grammar and the role of the translation method in learning English courses such as English Grammar courses. So, students who study English can more easily understand the material they will study and can have broad insights about languages, especially English.

CONCLUSION

This journal was created to find out how influential the translation method is, in the Factual Reading course, as well as the role of English courses on the grammar skills of MPI 2 students. Based on the survey in this study, it can be concluded that the translation method in English courses has a significant influence on the progress of MPI 2 students' grammar skills. On the one hand, we also realize that there are weaknesses of this translation method, namely such as irregularities in grammar or grammar itself (due to the system not identifying perfectly), translation errors, or reducing a meaning or value that exists in the original vocabulary, and others. From these 2 things, we hope that users who will later apply the method should consider everything (positive or negative impacts) before actually applying it. Our role here is only to present information in the form of research on the method in question, for the rest we return the decision to the reader or user (prospective).

Implement something that can have a positive impact on us, and if there is something that is less beneficial for us (negative) then ignore it, make it another reference or avoid/stay away from it, because the one who can determine and the final conclusion of the Action taken is ourselves. Therefore, be wise in making a decision that will be taken, understand the various existing points of view, consider something that will happen if we take it or if we do not take it, because life is full of choices, it would be good to know as much as possible the probability that will

happen. As in this study, if you are interested or suited to the method then use it according to the user's needs, but if you are not happy, then you can use this study as a reference or another point of view, and we as researchers of this method are still happy because it can provide information to readers and the wider public.

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