TRANSLATION AS THE COMBINATION OF LINGUISTICS AND CULTURE SKILLS: ONE METHOD OF TEACHING TENSES

Farida Agoes
English Department - Politeknik Negeri Bandung
Bandung, Indonesia
email address: soegaadiraf@yahoo.com

Abstract - Tense is the concept of time which functions to frame a sentence. Mastering tenses well will help EFL learners understand English grammar. English grammar which is composed of tenses is an important part of language and it forms the bone of the body, language. For the reason that simple present is the tense most frequently used in daily life, this study was limited to simple present tense. The objective of this study was to make learners understand the concept and to be able to use simple present correctly and accurately in describing routines, habits, daily activities, and general truth. The approach used in this study was grammar translation. In the purpose of learners can understand different concepts of simple present tense used in both languages L1 and L2, Presentation, Practice, Product (PPP) method was used in the process of teaching. The data of this study was obtained from written exams of 60 learners as the entire population which was divided into 30 learners as controlled group and 30 others as uncontrolled group. Most frequently occurred errors have been listed and analyzed in detail. The finding reveals that lower and the lowest level learners in controlled group had significant improvements of achievement after being treated with Grammar Translation Method and PPP method.

Keywords: Culture, time concepts, Simple Present Tense, Grammar Translation Method (GTM), PPP method.

I. INTRODUCTION

Tenses, in this case Simple Present Tense, as the reflection of time and work concepts of specific culture people are very important parts of English language. In English, the forms of verbs in Simple Present Tense are determined by when the actions occured and when the actions were uttered. This concepts are not easy to transfer and to be accepted by people who are from different concepts of time. Indonesian people who are from generalized culture have got different concept. For expressing work, it is not necessary for Indonesian learners to think of the forms related to time. That is why, in the purpose of conducting good communication between the two different concept cultures for transfering knowledge and exchanging information, this problem must be solved. But how/? We must touch the both concepts of Source Language (SL) and Target Language (TL). Culture gap of concepts must be bridged.

Discussing about bridging two different cutures' concepts in the process of teaching and learning Simple Present Tense, translation is one solution. People say that translation is the easiest way of explaining meanings or words and phrases from one language into another. Through direct translation, a foreign word can be compared to the native language quickly. Language taught through translation methods can contrast and compare the native tongue (Indonesian) to the learned language (English). That was the reason why translation was choosen to be the method used in conducting this research.

In the purpose of knowing the effect of translation into the process of teaching and learning Simple Present Tense, Grammar Translation Method (GTM) which was derived from the classical or traditional method for teaching Greek and Latin, was used. The focus of GTM is on the application of correct sentence structure, grammar, vocabulary and direct translations of the native language to English. Some experts said that using this method, students would be able to master the appropriate structures of a language and reduce mistakes made. That is why with the help of GTM, accompanied by 3Ps method from Ali Shehadeh, (2005), and supported by theory of verbs in Simple Present from Richard Nordqquist (2017), it was hoped that the process of teaching and studying Simple Presesnt Tense will be easier and more effective. Students will understand and can make sentences easily, correctly and appropriately according to the concept of specific culture people.

II. METHODOLOGY

Beside qualitative, this study has an experimental research framework. The subject of this

research focused on the effect of teaching and learning Simple Present Tense using translation method. To make the framework, some suitable methods for teaching and learning Simple Present Tense were used i.e. GTM methods from Mohammed Rhalmi (2014) and Lansen-Freeman (2000), 3Ps method from Shehadeh (2005), and theory of Verbs in Simple Present Tense from Richard Nordqquist (2017).

Based on those theories and methods, the material for lesson and tests were created. Because of this research was not for testing reading ability as the purpose of GMT translation, not all points in Larsen-Freeman method were used. In this research of teaching Simple Present Tense, only the ones suitable and applicable of his method selected.

This research comprises two main elements, i.e tests and lesson. The tests were held twice: first, before the lesson; and second, after the lesson. The first test was conducted to know the basic knowledge of the students before being treated with lesson. The second test were to examine the influence of lesson into the students' grammatical knowledge of how well they used verbs and the verbs' forms in Simple Present Tense. Based on Larsen-Freeman's method points two, and five., PPP method from Shehadeh (2005:14), and theory of verbs in Simple Present from Richard Nordqquist (2017), the test material which were designed in matching type of problems were made and tested. Because of the purpose of this test was for knowing the effect of GMT lesson into the student's product knowledge of English, the problems were made in Indonesian and the pairs to match were in English. Students were asked to choose one of four forms or sentences as the answer which was most appropriate and close to the meaning of Simple Present Tense in the target language. Kinds of questions were variated in postive, negative, affirmative, active, and passive sentences. The topics selected were about describing (self, others, places, shapes, materials of things, properties of materials, size, colours, and process). The number of test materials were 30. The time spend for the students to do the test was 30 minutes. The test results were corrected, analyzed, identified and classified to find the number of students making correct answers, the evarage number of students making correct answers, and to find the most difficult problem of the test material for the students to do. Selecting the samples of test takers was conducted randomly, not based on their language abilities. The tests were handed out to 60 students in two different classes who were all in their first year of engineering program.

Based on the data found in the pre-test, the material for lesson was designed based on GTM methods from Mohammed Rhalmi (2014) and Lansen-Freeman (2000), 3Ps method from Shehadeh (2005), and theory of Verbs in Simple Present Tense from Richard Nordqquist (2017). After that, the lesson session was carried out For

this lesson session, only 30 students took part as the controlled group. The other group of students were uncontrolled. To make the students understand the lesson, Indonesian language was used more than English in explaining the concept of Simple Present Tense, forms, functions, and meanings. The students were given the opportunity to practice with the help of an exercise sheet about reading passge "Describing" written in English which should be translated into Indonesian and retranslated into English. Filling-in-blanks, using words in sentences.and matching were the other practice which the students did at the lesson session. In the practice session, students must be able to memorize different verbs and different rules of Simple Present Tense. Some helps were given whenever needed. After the students did the practice, the results were discussed and analyzed in some groups of students in order they have the same perception or concept of time. Of course, in this session the teacher guided them to do the right thing and to find the right answer.

The last was post test which were given not only to controlled students who had got the treatment through GMT lesson but also to the uncontrolled. This post test was as the reflection of product klowledge of the controlled students. The test was completely similar to the pre-test material in the purpose of getting to know the result of the lesson and to get the data of comparison between the students' skill in solving the problem of Simple Present Tense before and after the lesson, specially for the controlled group. At this session the students completely did their jobs by themselves without the help of anyone including the trainer or teacher.

III. FINDINGS

At the stage of pre-test, from 30 numbers of the test problems of Simple Present Tense, from total 60 test takers, only three (5.5%) persons made two mistakes (93.33% corrects) Most of the students (10 persons or 16.66%) made ten mistakes (66.66% corrects). The most mistakes,between 15–17 problems (50% -43.34% corrects) were made by eight persons (26.66%). The problem of singular/plural related to Simple Present Tense was the most difficult problem for the students. It can be seen from the number of students (47 or 78.3 %) who couldn't answer that problem correctly. They were trapped with the word '*main*' which was considered used with singular verb only. The following is the diagram showing total number of students (controlled and uncontrolled group) as the test takers solving their problems of Simple Present Tense.

For more detail, the average achievements of the students, both group A and group B, were as follows

Table 1. Group A's (the uncontrolled students) Pre-Test Result

PRE-TEST RESULT

Number of Students	Number of Problems	Average Number of Correct Answers	Evarage Number of Wrong Answers
30	30	19.96 (66.53%)	10.04 (33.47)

Table 2. Group B's (as the controlled students) Pre-Test Result

PRE-TEST RESULT

Number of Students	Number of Problems	Average Number of Correct Answers	Evarage Number of Wrong Answers
30	30	18.87 (62.90%)	11.13 (37.10%)

From the two tables, at the pre-test stage, we can see that, in solving SPT problems, the higher average score of the two classes A and B was achieved by group A with 3.43% difference from group B.

The following diagram is the comparison of the ability that is represented by the scores of Group A and B in solving the problems of SPT based on the number of problems solved at the pre-test stage.
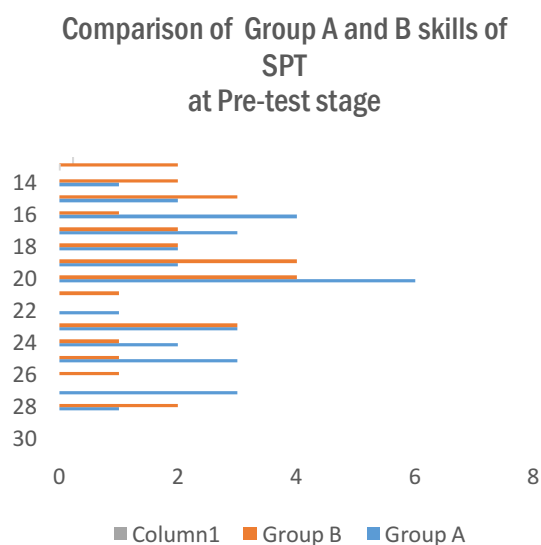

Fig.2 Comparison of Group A and Group B's scores at the pre-test

We can see, from the diagram, that,in general, group A has a better skill in solving the problems of SPT still, personally, the highest score was on the member of group B.

After getting the data from pre-test, the lesson with Grammar Translation Method was given to group B (as controlled group). The purpose of giving the lesson was for raising their scores. After the lesson and some practices done the test as the product was held not only to group B (controlled), but also to group A (uncontrolled). The followings are the result:

Table 3. Group A's (uncontrolled students') Post-Test Result

POST-TEST RESULT

Number of Students	Number of Problems	Average Number of Correct Answers	Average Number of Wrong Answers
30	30	25.83 (86.11%)	4.17 (13.9%)

The table shows that group A as (uncontrolled students) could improve their skills of Simple Present Tense at the post test although they did not get the treatment of GMT lesson. The role of repetition had a very important effect on improving this achievement. This was also happened to Group B who had got only one treatment. The following is the table showing the result of Group B's test.

Table 4. Group B's (controlled students) Post-Test Result

Number of Students	Number of Problems	Average Number of Correct Answers	Average Number of Wrong Answers
30	30	23.9 (79.66%)	6.1 (20.34%)

Group B as the controlled students, in general, had no sigmificant improvement. They could not get better score than Group B because the lesson was only given one time.

The following is the table of the achievements of the two groups as the comparison,

Table 5. Comparison of Group A and B's Achievement

Group A (uncontrolled)		Group B (controlled)	
Pre-test	Post-test	Pre-test	Post-test
19.96 (66.53%)	25.83 (86.11%)	18.87 (62.90%)	23.9 (79.66%)
Improvement:		Improvement:	
5.87 (19.58%)		5.03 (16.76)	

In general, because of the experience of the pre-test, the both group have improvements but specially for the lower level in controlled group (B), with GTM lesson and PPP method, they have got significant achievements. It can be seen from the following table.

Table 6. Group B's lower level students' Post-Test Result

Group B's lower level students	Pre-test Result	Post-Test Result	Inprovement of achievement
Student 1	13	23	10 (33.3%)
Student2	15	18	3 (10 %)
Student 3	15	26	11 (36.6%)
Student 4	14	18	4 (13.3%)
Student 5	14	23	9 (30%)
Student 6	13	21	8 (26.6%)
Student 7	15	23	8 (26.6%)
Evarage Improvement of B's Lower Student Achievement			**7.57 (18.56%)**

From the table, we can see that there were none of the lower level stayed at the same level of achievements. Moreover some students - five of seven- who is one them was the lowest, could jump into the middle level of achievement (over 20). In addition, at the post test, all students could answer the most difficult problems given in the pre-test. It means the method of GMT is still useful in teaching and learning Simple Present Tense, specially for the lower level students or learners.

IV. CONCLUSION

After conducting the study, from the result of study we can conclude that teaching and learning concepts of cultures need a repeatation and need a long time to do. To get a better result of teaching and learning Simple Present Tense as the reflection of time and work concepts, must be conducted over and over. Because of the time spent in teaching was not enough, the result is not satisfaction. The students who got treatments of Grammar Translation Method and 3Ps method, could not get better scores than the ones without treatments. Students' attitude also plays an important role in the success of learning the concepts of Simple Present Tense. Students who are ready to change their attitudes from rejecting of learning new things into accepting and have got a will to learn to change concept of thinking from general into specific, surely will get better results. Learning from the case that the lowest level student who got 13 correct answers only at pre-test and got 23 at the post-test, it could be concluded that the student could learn fast and got better improvements through these methods. It means the two methods are functional and can be used for solving the problems of Simple Present Tense, especially for the level of beginners. The learners or students who are still fresh of the concept of learned language will be easier to teach and to be filled in with the concept of specific culture people than the ones who have got some information but not appropriate. Teaching and learning Simple Present Tense should not be about the rules (norms) and meanings (artefacts) only, it should be with the explanation of why concepts.

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