

# **TEACHING METHODS USED BY STUDENTS OF DEPARTMENT OF ENGLISH LANGUAGE EDUCATION OF UIN AR-RANIRY IN TEACHING ENGLISH AT ENGLISH COURSE**

**Dara Fitria Munzaki, Lilis Suadah, & Risdaneva**

*Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia*  
*lilis.suadah@gmail.com*

## **ABSTRACT**

Learning can take place in school, course, and community. There are some differences of teaching at school and course, such as teaching methods used. It is one of the most important elements in teaching. Teaching method is used to help the learners to gain the knowledge and help them to achieve their learning targets. Therefore, this research focused on teaching methods that were used by English Education Department students in UIN Ar-Raniry in teaching grammar at English courses. The purposes of this research were to identify which methods were used in teaching grammar at courses and to describe the teaching techniques that were applied in classroom. The participants were five English Education students who have been teaching English at English courses. They were selected using purposive sampling with a consideration that they have completed Teaching Method, Micro Teaching, and Teaching Practice (PPL) subjects in their previous semesters. This research was conducted by using qualitative descriptive and two techniques for collecting data namely observation and interview. Based on the research findings, writer found that all of the selected teachers used Grammar Translation Method (GTM) as the main teaching method which was sometimes combined with some techniques of other methods such as Direct Method, Communicative Language Teaching (CLT), and Bilingual Method.

**Keywords:** Teaching grammar; English courses; teaching method; techniques

## INTRODUCTION

Teaching is a responsibility for every human with basic aims such as to increase knowledge, change human behavior, and change perspective toward the phenomenon. South and Laslett (1993) argued that teaching is an all-purposed engaged human resource development. It means that teaching is developing individual ways of thinking. Teaching aims to help someone to change their skills, attitude, increase knowledge idea, and appreciation (Vin-Mbah, 2012). This holistic purpose of teaching can be achieved through well-coordinated efforts among all elements involved in teaching learning process including teachers, students, facilities, materials, etc.

A teacher should have a willingness to know more about the basic aims of teaching, such as the goals or targets in teaching and its obligation. Besides the willingness, Harmer (2001) defined that teachers are like actors because they are demanded on unique style to deliver the knowledge and supposed to teach fluently. Meanwhile another expert supports that teacher is like a planter who plants something and watches the growing process.

Therefore, in order to develop students' understanding, willingness, and knowledge, in teaching, teachers should use an appropriate method. Patel and Jain (2009) defined method as whole process of planning, selection and grading the material of language, and techniques of teaching methods; however, not all of them are effective to be applied in the classroom without considering the context of the classroom as well as the level of the students. The information on how particular teaching method is carried out and affects the teaching and learning process can be obtained through investigating some teachers who teach at English Courses. English course is one of the informal study fields where English lesson is taught not only by experienced teachers but also by teachers in practice. Generally, English course is an alternative place for students to increase their knowledge about English outside the school, such as to get tips in answering the test, to pass the examination easily, to review some difficult material for their examinations, and etc.

This research was aimed to find out the methods and techniques used in teaching grammar at English Courses in Banda Aceh and Aceh Besar. Researcher made an observation and interviewed the representatives of students of batch 2012 of English Education Department in UIN Ar-Raniry who were working part time at English courses as English Teaching Instructors. The selected students were in the seventh semester and they had taken the Teaching Method, Micro Teaching, and Teaching Practice (PPL) subjects.

## LITERATURE REVIEW

### *Learning Philosophy*

Driscoll (1994) mentioned that objectivism posits that knowledge of the world results from experiencing our world and representing it in an increasingly accurate way. Knowledge is believed to exist independently of the learner, and then to become internalized as it is transferred from its external reality to an internal reality of the learner that corresponds directly with outside phenomenon. Both behavioral and cognitive information-processing theories subscribe to this perspective from the objectivist tradition (Appelfied, Huber, & Moallem). As mentioned, constructivism helps people in increasing and constructing their knowledge. Therefore, pupils are demanded to develop their own understanding with purposes for developing ideas.

### *Teaching English at English Course*

In this globalization era, it is necessary to learn English as a foreign language. English becomes the most popular language used around the world to communicate with people from different origins and linguistic backgrounds. Crystal (1997) and Kaplan (2001) mentioned that English becomes "global language" because it becomes a mother tongue, second language or foreign language in the world (Pasassung, 2003).

In some EFL (English as Foreign Language) countries, learning English becomes the primary focus on learning activity, however students get difficulty and lack of interest in learning English. Therefore, to solve these problems, there are some additional education fields purposing to help students to achieve their learning goals. Pasassung (2003) distinguished education field into two types, formal and non-formal. Formal is a place where students get knowledge in elementary, junior,

and senior high, whereas a non-formal field aims to help students to achieve learning target and increase knowledge, such as, learn in communities, clubs, seminars, and courses.

In Banda Aceh and Aceh Besar, there are some English courses that are established to help students in their learning English activity. The basic aims of the courses are to help students to get knowledge, increase students' score, and prepare for examinations. The English courses on this study focused on the courses where English lesson is taught by English Education Department students of UIN Ar-Raniry or usually called "tutor".

Teaching English at English courses is different from teaching process at school, such as in activity, classroom management, and the variety of topics. In addition, learning at course consists of small number of students, and this is helpful for learners. The teacher can have adequate time to encourage each student to ask questions, do the exercise, and sometimes, create their own sentences based on the topic given. Most students choose a course as an additional education program in order to help them to achieve their learning target.

### *Teaching Grammar*

Grammar is structured science and greatest importance to be taught in structured ways. Therefore, teachers should understand in what ways grammar is taught easily (Dykes, 2007). Thornbury (2002) defined that

"Grammar is partly the study of what forms (or structures) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why a sentence is acceptable" (P.1).

Williams (2005) added that teaching grammar is not easy because some people thought that learning grammar is wasting of time. He pointed out one of the important reasons is that we have to survive in our life over the world by using English as necessary and by teaching grammar as important element because grammar takes important part in writing and communication. According to Ur

(1999), in students' case, grammar patterns enable students to know and apply how such sentence can be put in the same patterns. Meanwhile, teaching grammar should focus on the way of patterning sentences correctly. Learning grammar is learning about forms or patterns and practice to create a sentence correctly.

There are some suggestions in creating successful teaching grammar. Widodo (2006) suggested that students should be taught to apply grammar into their life and communication, such as relating a word or a sentence to its pattern through exercise. He decided the procedures based on his teaching experience in school, college, or university level. The five procedures are as follows:

1. Building up students' knowledge of the rule, it starts with leading questions and providing sentences based on grammar topic is taught. In this stage, teacher asks students to respond the question orally.
2. Eliciting the function of rule, in this stage, the teacher completed students by giving a clear description that focuses on, so students can apply the sentence appropriately.
3. Familiarizing the rule through the exercise, in this stage, the teacher presents an exercise, checks for students' comprehension, and encourages students to be active.
4. Checking up students' comprehension, the teacher provides an assessment of students' comprehension in order to measure students understanding of the topic.
5. Expanding students' knowledge or enrichment, in this stage, teacher gives new activity to reinforce some concept. The aim is to give the students an opportunity to work independently or do assignment that would be scored as homework.

For additional information, besides the procedures that should be considered in teaching grammar, there are some recommendations for conducting a successful and effective teaching grammar (Khan, 2007) as follows:

1. Avoid rule-giving teaching, in this case, teacher should adjust the teaching strategies that are used during the learning process, it should be suitable with the students' condition.
2. Engage the students, in case teacher gives a topic by giving a time to students. Let them prepare the material by asking some guiding questions related to the topic.

3. Teaching through pictures or physical objects, where students more understand the topic visually, such as explain a pattern by giving a sentence through visual objects.
4. Teaching through text, in this point, teacher can apply the grammar by using a text. For instance, teachers use a text and students are asked to identify the grammatical aspects.
5. Teaching through role-play means that teacher can teach students indirectly, because by performing a role-play, students can learn by a situation and use grammar appropriately.

### *Methods Used in Teaching Grammar*

Method is applied to ensure teachers' willingness in covering the class during delivering the lesson to the pupils in the classroom. In other words, method is an overall plan in presenting a learning process based on the selected approach (Edisherashvili, 2014). Method is created based on needs, so each method is formed as function with different implementations and different goals. Therefore, a teacher should know what the appropriate methods and strategies to apply in a classroom to help students. Moreover, teaching is also transferring the knowledge by applying some methods and techniques. Bello (1981, as cited in Vin-Mbah, 2012) confirmed that the success or failure of learning also depends on what methods are applied in classroom by the teachers. By using a method, teachers become easier to help students who face difficulties in getting the knowledge. Some methods that are commonly used in teaching grammar are Grammar Translation Method (GTM), Direct Method, Communicative Language Teaching (CLT), and Bilingual Method.

### *Grammar Translation Method (GTM)*

GTM is known as a classical method or traditional method. Richard & Rodger (2007) mentioned that this method was mainly developed by the German Scholars Johann Seidenstucker, Karl Plotz, H. S. Ollendorf and Johann Meidinger and became known in USA. Richard and Rodger mentioned that this method was very popular and dominant in Europe from the 1840s to the 1940s, and it is still used as a modified form in certain foreign language classroom today. The method may be frustrating for students but it was still applied to know the grammar rules as cited in (Khamhuber, 2010).

GTM is used in a basic learning. It allows teacher to use mother tongue in teaching. Moreover, it is more focused on a word, not a sentence. It is also used in teaching vocabulary and concerned on the word meaning and its form (Patel & Jain, 2009). Grammar in language is the description of the ways in which a word can change from a form into a sentence and have a meaning as form. Therefore, teaching grammar has to focus on the way of delivering the lesson and the pattern of language use. This method is applied in order to make a word easy to understand and have clear meaning in a formal sentence. GTM allows translating which can stimulate students' understanding. Duff (1996) said that "translation helps us to understand better the influence of one language to one another, and to correct errors of habit that creep in unnoticed."

In implementing GTM, teachers can use teaching techniques in the following ways:

1. Translating the element of topic, such as sentence, words or meaning to first language;
2. Patterning the rule of grammar or topic which is taught;
3. Ensuring the students' understanding about the pattern or rule;
4. Applying the rule by creating a sentence;
5. Sentences are created by the students and find the meaning and use the new words;
6. Teacher gave time to students to make them memorizing the vocabulary and pattern, (Rahman, 2012).

### *Direct Method*

Direct Method (known as Reform Method) was established at the end of nineteenth century and challenged the view of grammar. The language teaching expert, F. Gouin and other reformers tried to create a method based on students' capacity in learning. Already in 16<sup>th</sup> century, as example, S. Sauveur (1826-1907) used intensive oral interactions as main means of instruction. And the instructions are known as natural or direct method (Khamhuber, 2010).

Direct method is totally against GTM (Grammar Translation Method). As mentioned earlier, that English as a foreign language can be taught without translation, because language can be taught effectively when using it actively in classroom and using appropriate teaching techniques in explaining of grammar

rules (Rodger and Richard, 2007). People learn the language from their environment, from what they are listening to, what people are talking about, then it motivates people to learn about the meaning of one language. Learning English as a foreign language is helped by first language. Children learn language from their mother, and it is called as a natural approach, because the learning process occurs naturally. On the other hand, Gurrey (1966) said direct method is a principle, not a teaching method. However, Direct Method is one of the famous methods for longer time, which focused on patterning a good structure in spoken English. The way of transmitting the languages and bring it to be performed. It demands to bind the meaning between word, sentence, experience, and expression (Patel & Jain, 2008).

Richard and Rodger (2007) mentioned some techniques to apply in implementing Direct Method as follows:

1. Classroom instruction was given by target language;
2. Considering of vocabulary uses to teach a sentence;
3. Oral communication used, at least in oral question by giving yes-no question;
4. Grammar is taught inductively, meaning grammar is taught by giving an example first and followed by rules;
5. Correct pronunciation and grammar;
6. New teaching topic is introduced orally in the first section, as cited in (Khamhuber, 2010)

### ***Communicative Language Teaching***

The concept of *communicative competence* was introduced by Hymes (1972) who claimed that the study of human language should place human in a social environment. He defined the communicative is what a speaker needs to know in order to communicate with people as cited in (Vongxay, 2013). Communicative Language Teaching (CLT) is a branch of communicative approach, however it does not only concern on communication, but also on grammar rule which is taught in order to be practiced on communication. Moreover, a CLT is not limited on oral skills, but it influences reading and writing skill, in case to promote students' confidence in all languages (Shejbalova, 2006).

Moreover, in CLT, grammar is taught by using inductive approach, which is taught by giving example at first. This method is applied to develop a good skill in

communication by concerning on the meaning. Hymes, Austin and Halliday's theory mentioned that grammar was considered as semantic and functional, or the study which realized meaning. In addition, meaning and communication would include study of grammar and linguist focused on using the language rather than the form (Agullo, 2012). CLT's activity must involve the students in the real communication by asking them to come in front of the class and perform a conversation. Simulation or role-play, in case, is classroom activity underlying CLT and students are challenged for delivering the message by speaking fluently (Harmer, 2007). Thus, this method can be done by involving students in a whole-activity classroom during the teaching process.

Larsen and Freeman (2000) described some practical ways in applying CLT in teaching grammar as follows:

1. Teachers give a topic to be discussed;
2. Teachers facilitate students to communicate between all students in the classroom;
3. Teachers provoke students to discuss about one topic given;
4. Teachers become co-communicator to engage in communicative activities with the students, as cited in (Vongxay, 2013).

### ***Bilingual Method***

Bilingual method is one of the methods that can be applied in teaching English as a foreign language. This method is aimed to introduce the foreign language to the learners and teach them. This method was developed by Dr. C.J Dadson from University of Wases College during 1967 to 1972. This method is known as bilingual method because using mother tongue is accepted. By using it, teachers drill the pattern of grammar topic to make students be able to make a sentence which refers to the available pattern. Then it is recommended to use this method in developing the students' skill, stimulating their curiosity, and helping them in learning foreign language (Patel & Jain, 2008). Two languages which are used in Bilingual Method are mother tongue and target language. Mother tongue is used by the teachers in order to explain the difficult words related to the topic. Because the basic purpose of this method is mastering the basic of language use, such as

patterning the sentences. However, the mother tongue is not accepted to be used by the learners during the learning. Therefore, by applying this method, teachers hope that learners learn quickly and increase their willingness on understanding English as a foreign language.

Some techniques that are used in applying Bilingual Method in a classroom are as follows:

1. Teachers give the material to the students, such as a dialog, text or grammar topic
2. Teachers introduce the topic which would be taught by giving explanation and function, in order stimulate them to speak up
3. Teachers give a pattern of the material
4. Teachers write a sentence and meaning, then the students create the sentence and followed the teacher's instruction.
5. Teachers must explain the meaning or difficult word that has been stated by using mother tongue to avoid miss understanding, (Aiiulistya, 2013).

## METHOD

This research took place at three English courses namely Al- Azzam 9 Bimbel, Sony Sugma College (SSC), and Genius Private. This research was designed as a qualitative descriptive. This approach focused on the description of something occurs in social life and helped other people to know about the phenomena. In addition, using this approach is useful to obtain the deep information from participants and to provide the real description about a phenomenon occurred (Quinn & Cochran, 2002).

The term *descriptive* is commonly used in research. It is used based on the type of questions, data collection, and data analysis. Descriptive study primarily focused on finding out the particular types of question, such as "what is?" or "how about". Krathwohl (1993) stated that three main purposes of doing a research are to describe, explain, and validate the data. Description emerges following creative explorations and serves to organize the finding in order to fit them in an explanation (Knupfer & McLellan, 1996). Furthermore, Isaac (1982) stated that descriptive is about accumulating data, explaining the relationship, making predictions, or something that purpose in descriptive methods (Sanjaya, 2013). Therefore, by using

qualitative approach, this research aimed to find out the experiences, perspectives, thoughts, and get in-depth information from English Department students who are teaching grammar at English courses.

### ***Population and Sample***

Population is all the individuals or units of interest; typically there is not available data for almost all individuals in a population (Hanlon & Larget, 2011). The population of this research was Department of English Education students in UIN Ar-Raniry from 2012 batch.

The sampling technique used was purposive sampling. Researcher decided to use purposive sampling technique to find the appropriate participants as research target. Furthermore, purposive sampling is a strategy to minimize the object of study and participants which is selected from the population (Palys, 2008). Researcher selected five students from 2012 batch with the criteria that they have completed Teaching Method, Micro Teaching, and Teaching Practice (PPL) subjects in previous semester and have been teaching English at English courses in Banda Aceh and Aceh Besar.

### ***Techniques of Data Collection and Data Analysis***

One of the ways of data collection in qualitative research is observation. Marshal and Rosman (1989) defined observation as a systematic way to describe behaviors, events, and artifacts in social phenomenon. The observation is used to indicate the phenomenon that occurs in the environment. Dewalt (2002) said that it helps researcher to find a better understanding of the context and the data is transcribed into descriptive study (Kawulich, 2005).

In observation, a researcher should think creatively to decide an assumption toward unexpected phenomenon. Observation was done by taking field-notes to monitor the environment that is related to the topic. Field-note taking is the process of taking a note as a data when observing. Observation included monitoring the research setting, such as teacher, students, and environment and it were collected by taking field-notes. This note taking is essential for quality of a research by providing

a record about what researcher saw and heard. The field notes should be written in descriptive report (McKay, 2008).

Besides observation, to validate data as a primary data collection, researcher decided to use interview. Generally, interviews are coupled with other forms of data collection in order to provide the researcher with a well-rounded collection of information for analyzing (Daniel W, 2010). Furthermore, interview is asking participants questions in one-on-one or a small group setting and stated that interview is a following method after observing in research setting, because by interviewing, researcher would gain more information and more understanding about it (Driscoll, 2011).

Qualitative interview is designed to uncover and understand something about the particular object related to the topic and behind the participants' assumptions and perceptions (Kvale, 1996). The interview questions used in this study were semi-structured, and were about the method used, the difficulties in teaching, techniques, and others. The sources of interview questions are adapted from Marja Glavac from *Interview on Teaching*. Marja Glavac is the interviewer expert on personalities evaluation in teaching. Ali Hikmat's interview (2009) is also used in this research. He is a student from University of Massachusetts Amherst who did a thesis about the effect of Teaching Method Course toward teachers on secondary school.

The last stages, to deliver the information, researcher transcribed the recording of the interview into a written text as a coding (Driscoll, 2011). Coding is a process to avoid overload data. Lofland (1971) classified coding into six categories; those are acts, activities, meaning, participations, relationship, and setting. The coding process was analytical and summarizing (Walliman, 2001).

## DISCUSSION

Based on the observation's findings, it seems that all of the teachers used Grammar Translation Method (GTM) in teaching grammar. It is because they mentioned about the way of applying the method in the classroom and some influencing factors such as situation and students' willingness. Although participants answered the questions in hesitation, but based on their teaching performances, researcher concluded that they used Grammar Translation Method (GTM). It was

apparent that they used mother tongue in the classroom as the main language of instructions.

Based on the interview, researcher concluded that although each participant used the same method, they did not only use the suggested techniques in the method, but they preferred to add some teaching techniques from other methods. For instance, teachers tried to explain the material by using English, yet, students did not understand the explanation. Therefore, teachers preferred to use mother tongue more frequent than English.

Furthermore, GTM allows using two languages: target language and native language. Teachers used mother tongue while delivering knowledge. Through GTM, teacher led and allowed students to translate some words into mother tongue. Another finding from the observation is that the teachers combined the GTM techniques with some teaching techniques from other teaching methods, such as giving vocabulary list, stimulating them to speak up, asking them to create sentences by themselves, correcting pronunciations, etc.

Two important points from GTM that encourage teachers to use it in teaching grammar at English courses are as follows:

1. GTM allows students to use two languages in learning: mother tongue and target language.
2. GTM allows students to translate the word used or ask the teachers to translate the difficult words or sentences into mother tongue to avoid mistakes.

Considering those points, all of the participants mentioned that they used GTM in teaching grammar at courses in order to help their students to understand grammar easily and help them to achieve their learning goals. In fact, because using mother tongue was acceptable, the students were more interested in learning grammar. They created variety of sentences based on the topic with different words and meanings.

Furthermore, for teaching grammar through GTM, the participants used two approaches: inductive and deductive approach. In inductive approach, the topic is taught by giving an example in introduction, following by meaning and, forming a

pattern based on the topic taught. Meanwhile deductive is an approach in which a teacher teaches a topic by giving a pattern, following by a sentence referred to a pattern, and mentioning the meaning of the sentence. Therefore, the teachers may use both approaches in teaching grammar. When applying it, a tutor decided the first section as introduction. He explained the definition and function of the topic then, he gave several oral examples to stimulate their enthusiastic. Afterwards, he taught about the topic form or pattern and followed by three or more sentences as samples. Then, the tutor asked students to create other sentences based on the pattern stated. In addition, sometimes he asked some students to translate their friend's sentence into first language directly. Meanwhile, in deductive grammar teaching, the sentences were given in the first section and a pattern was presented from the sentence-form. The teachers started the explanation and the students were allowed to take notes. It was the teaching techniques adopted from Direct Method. Teachers can combine the teaching techniques as their necessity.

Although the teaching was focused on grammar, teachers also integrated the speaking aspects. Randomly, students were asked to repeat what the tutors said and corrected students' pronunciation to develop their self-confidence in speaking. In addition, students learned the structures used in spoken. Direct Method was used as teaching grammar method through speaking skills (Khamhuber, 2010).

On the other hand, some methods are not appropriate to be used in teaching grammar. For instance, teachers tried to use CLT in order to create a communicative classroom. However, it did not work well, because most of teaching activities at courses focused more on teaching grammar than increasing students' skills in speaking, such as role-play or conversation.

Some obstacles in teaching grammar became the reasons of using GTM method. For instance, when the tutor started teaching by using English, students were confused. Therefore, the tutor was unable to continue the lesson by using English and changed it into mother tongue. At other courses, the teacher faced difficulty when explaining one question or case to the students, because they did not focus on teachers' explanation. However, they only focused on the pattern of the topic.

In short, researcher found a new phenomenon in which the participants who have completed Teaching Methodology, Micro Teaching, and Teaching Practice (PPL) subjects were unable to use a method with its own techniques. Practically, they used a method with its techniques and combined it with other teaching techniques. That phenomenon was influenced by some factors, such as students' willingness and students' learning motivation.

Basically, teachers have tried to use various methods but not all of them worked well because students faced some difficulties. Therefore, sometimes the teachers taught students by using GTM and combined it with other teaching techniques and known as *eclectic approach*. Eclectic approach is a whole combining teaching techniques from different methods. As mentioned before, eclectic approach used to help students achieve their learning target (Khan, 2007). Nevertheless, in teaching grammar, GTM is more acceptable to be applied for teaching grammar where English is as a foreign language classroom.

## CONCLUSION

After conducting research about teaching method used by English Education Department students in teaching grammar at English courses, researcher found that all of English students used Grammar Translation Method (GTM) to teach grammar. Based on their explanations, it can be concluded that GTM is more appropriate method to be applied in classroom to teach grammar, because it helped the students to understand language easily. GTM allows teachers and students to use both mother tongue and target language. Mother tongue was used to explain lesson, so that the students will be more assured and not be confused in learning the target language.

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