

**SECOND LANGUAGE ACQUISITION CLASSROOM INTERACTION IN SLA
GRAMMAR AND TRANSLATION DIFFICULTIES PROBLEMATIC AREAS
ENCOUNTERED BY STUDENTS ELEVENTH GRADE IN IPS CLASS OF SENIOR
HIGH SCHOOL**

FAJAR WIRAWAN, LOLY NOVITA, SILVIANA MASRAN

Lecturers of the English Study Program of STKIP Insan Madani Airmolek

e-mail: fajarwirawan34@gmail.com , lolyfachruddin@gmail.com,
silviana.masran87@gmail.com

Abstract: Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. In teaching and learning process grammar can help the teacher to communication, translation and easily interaction. Communicating point in the easiest to understand and most persuasive way possible trumps correct grammar every time. aims to find out the main factors that contribute to the existence of these difficulties. The results of this study can help the Ministry of Education, the EFL teachers, the curriculum designers, and the designers of assessment tools to understand the reasons why students in eleventh grade find difficult in grammar and translation. Two instruments were used in the present study, and they are lesson observations, and interviews. Data collected on this issue revealed that there are some major grammar and translation difficulties encountered by the students at this level. These are about grammar and translation the difficult the factors.

A. Introduction

the writer wants to do some research regarding classroom interaction in the Senior High School of PANJURA. The part of this paper will give information the role of interaction in teaching and learning process. The writer found some difficulties problematic in the classroom. The problematic make the some EFL students difficulties learning English. The problems are about the grammar and translation which is experienced by students in the classroom.

(Crystal, 2006) Stated that grammar is the study of all the contrasts of meaning that it is possible to make within sentences. Grammar can be important part in communication and translation. In teaching and learning process grammar can help the teacher to communication, translation and easily interaction. Communicating point in the easiest to understand and most persuasive way possible trumps correct grammar every time. By using grammar, the teacher can deliver the material easier to the all students. So student will understand to make right sentences based on grammatically.

(Brown, 2002), It was criticized because of the close association with traditional grammar translation. Even today translation is often regarded as some kind of mechanical linguistic transfer of meaning from one language to another. It is still ignored as a useful language learning tool because of being not a communicative activity that is not suited to the general needs of the language learner. Translation is considered as time-consuming, boring, and irrelevant. But, translation can help the students to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language.

Therefore, these matters become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking of English and moreover to develop competent grammar and translation, the teachers of English should consider about the problems that may occur in the process of teaching and learning of English as a foreign language and also the activities that give students opportunities to practice language use more freely.

It also aims to find out the main factors that contribute to the existence of these difficulties. The results of this study can help the Ministry of Education, the EFL teachers, the curriculum designers, and the designers of assessment tools to understand the reasons why

students in eleventh grade find difficult in grammar and translation in learning English, and consequently, plans for change and improvement of the students' ability can produce more effective results when these factors are considered.

B.Methodology

Two instruments were used in the present study, and they are lesson observations, and interviews, Class observations were conducted and field notes were taken in order to find more about the grammar and translation difficulties that are encountered by EFL Students Eleventh Grade in IPS Class of Senior High School in the actual classroom situation. Semi-structured interviews were conducted, two of which with English teachers and one students. The interviews aimed to find more about teachers' and students' beliefs regarding the factors that cause difficulties to students when trying to make good sentences by right grammar and translation in learning in English. All the interviews were recorded, and most of their parts are transcribed.

Data obtained from observations and interviews were analyzed qualitatively following the Holiday (2002) approach as cited in Al-Shabibi (2004). This approach suggests organizing data using a thematic approach, where data is taken holistically and rearranged under themes according to the questions and the issues brought by the researcher to the research.

C.Findings And Discussion

1.The Mains grammar and translation Difficulties Encountered by the students eleventh grade

Data collected on this issue revealed that there are some major grammar and translation difficulties encountered by the students at this level. These are about grammar and translation the difficult the factors .The difficulties of grammar about regular and irregular verbs, the teacher ask to the students one by one to write short sentences of simple present tense and past tense in whiteboard from positive, negative and interrogative sentences. They get difficult because they don't know the using of about regular and irregular verbs in the sentences, and they get a little confusing about structure of words and formula itself.

2.Factors that Contribute to the Existence of these Difficulties

1.Individual

The researcher found that both of the English Teacher and the students in PANJURA Senior High School Malang is extrovert. But just some the students not always extrovert, the students extrovert when they understand well the teaching materials which is given by English teacher. But the students did not have serious anxiety in transferring their opinions or to answering the question from their teacher. Based on the observations during teaching and learning process they are really excited

2.Teacher's Role

In the class the English teacher uses simple language to communication to the all students and using Simple sentences so that the students understand easily in teacher talk area. The English teacher sometimes uses daily language in learning proses in order to help the students get the information and giving an example "grammar" about teaching materials clearly. The teacher often uses teacher centered when explaining and asking to them about the material. It is purpose to interact between teacher and students using English. Sometimes teacher attract the students' participation and attention by using students centered so that more active in the class.

3.Language

Language is the important aspect to interact and communicate in the learning process. Especially in English based observation the researcher find language in the class. At the beginning to attract the students' motivation the teacher uses simple language to asking "WH question" related the teaching material. And sometimes when the teacher explains the lesson by long language, it is goal to get new words from teacher's explanation. And then sometimes the teacher also uses "Yes, No question" to

measure student's the understanding about the question "Yes, No question" related the material which is made by teacher.

4. Method

The researcher finds one method which used by teacher, it is grammar-translation Method, purpose of this method is helping student read and appreciate foreign language, it also can make students familiar with foreign language's grammar and their native's grammar.

5. Material

The positive important aspect to students is that teacher uses the actual materials rather than giving the students imagination material in learning process. The study also can find that teacher not only provide theoretical material, but are practically added in the practice of teaching students about the teaching material. In addition the teacher understands well how to provide explanations and material needs by students who come from textbooks, or other sources that focus to increase students' knowledge and can give more insight..

6. Level

The level of this school being by researcher is students eleventh grade in IPS class the level of Senior High School. At the level Senior High School, English material is taught by the teacher is easy just the basic of English itself. In addition the English material based on curriculum and syllabus are made by government to source of learning process.

References

Brown, H.D. *Teaching by Principles*. New Jersey: Prentice Hall, 1994.

Chapelle, C. "Call in the Year 2000: Still in Search of Research Paradigms?" *Language Learning & Technology*. 1.1. (1997): 19 – 43.

Gass, S. M., & Selinker, L. *Second Language Acquisition: An Introductory Course* (2nd ed.). Mahwah, NJ: Erlbaum, 2001.

Hutchinson, T., & A. Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press, 1987.

Krashen, S. *The Input Hypothesis*. Beverly Hills, CA.: Laredo Publishing Company, 1985.

Lee, C. *Language Output, Communication Strategies and Communicative Tasks*. University Press of America, 2004.

Lightbrown, P. M., and N. Spada, *How Languages are Learned*. Oxford: Oxford University Press, 1999.

Littlewood, W. *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press, 1981.

Long, M. H. "Input and Second Language Acquisition Theory" *Input in Second Language Acquisition*. eds. S. Gass and C. Madden. Rowley, MA.: Newbury House, 1985. 377- 393