

METHOD OF TEACHING : GTM VERSUS CLT

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Abstract

One of the key components of implementing the goals of education in teaching and learning process, particularly in English classes is methodology. The primary goal of this article is to provide information regarding two remarkable procedures, GTM and CLT, as GTM was previously widely employed and CLT is currently very well known. This paper's strength is in its ability to increase educational professionals' understanding, particularly about English teaching methods. The principles used to compare the two approaches are clearly outlined. The principles are characteristics of the teaching-learning process, the nature of instruction, handling the students' feelings and emotions, the significance of the students' native languages, the language skills that are prioritized, and the teacher's response to the mistakes of the students. CLT is currently the more advantageous approach, while GTM still offers some advantages.

Keywords: teaching method, grammar translation method(gtm), communicative language teaching (clt)

Abstrak

Salah satu kunci dalam mengimplementasikan tujuan pendidikan dalam proses belajar mengajar, khususnya di kelas bahasa Inggris adalah metodologi. Tujuan utama dari artikel ini adalah untuk memberikan informasi mengenai dua metode yang luar biasa, GTM dan CLT, karena GTM sebelumnya banyak digunakan dan CLT saat ini sangat terkenal. Keunggulan tulisan ini terletak pada kemampuannya untuk meningkatkan pemahaman para profesional pendidik, khususnya tentang metode pengajaran bahasa Inggris. Prinsip-prinsip yang digunakan untuk membandingkan kedua metode tersebut diuraikan dengan jelas. Prinsip-prinsip tersebut adalah karakteristik proses belajar-mengajar, sifat pengajaran, penanganan perasaan dan emosi siswa, pentingnya bahasa ibu siswa, keterampilan bahasa yang diprioritaskan, dan respon guru terhadap kesalahan siswa. CLT saat ini merupakan pendekatan yang lebih menguntungkan, sementara GTM masih memiliki beberapa keuntungannya tersendiri.

Kata Kunci: metode mengajar, gtm, clt

1. Introduction

Teaching a first language is very different from teaching English as Second Language. To make teaching and learning process effective and efficient, the teacher needs to have a virtual understanding of a number of different factors. Method is one of the factors. Anthony (1963) provided a definition of the approach that serves our needs. A system of instructions or overall strategy for the systematic presentation of a second or foreign language during language instruction is referred to as a technique (Celce-Murcia, 2014:5;Brown, 2015:14). Method is therefore a crucial component in teaching ESL/EFL. A teacher who uses the right techniques can help the kids feel at ease, happy, and not bored. The objectives of the class can be completely met by doing this.

Many techniques have emerged in the realm of teaching ESL and EFL to achieve that goal(Liu, 2020).

In terms of structure, there are nine techniques that have been included into numerous systems from the 20th century (Celce-Murcia, 2014:5). Interestingly, two of these methods are Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). Both of these methods are quite intriguing, but they clearly differ in terms of methodology and theoretical background since, while GTM is a very traditional approach, CLT is one of the more contemporary approaches now being employed in ESL/EFL classrooms around the world.

GTM is primarily used to support learners' reading and appreciation goals for literature in other languages, to be able to read literature in the target language is, in other words, the primary goal of learning a language. To provide a point of comparison, CLT aims to make communicative competence the primary objective of language teaching. Through GTM, the instructor encourages the learners to study language instead of using it when asserting. Instead of having the learners examine the language CLT instructs them to utilize it. Because of this, both strategies make for quite fascinating discussion subjects.

This article is made to study the contrast between the two Methods are about GTM and CLT. Teachers must read this article to understand how they differ from one another and which teaching strategy is best for their students, among other things. The detailed comparison between them is offered in the following explanation so you can learn more about both.

2. Comparing GTM and CLT

Given how dissimilar the underlying principles are, the comparisons between GTM and CLT provided in the table below:

Table 1 : GTM vs CLT

Principle	Grammar Translation Method (GTM)	Communicative Teaching (CLT)	Language
Characteristics of teaching and learning process	<ul style="list-style-type: none"> 1. Native language to target language translation is taught to students. 2. Grammar is taught to students deductively. 3. Students commit the vocabulary from the target language to memory in their native tongues. 	<ul style="list-style-type: none"> 1. Most actions are taken with the intention of communicating. 2. Through communicative activities like games and roleplays, students use the language. 3. Communication is done for a reason. 4. Making use of genuine resources. 5. Students frequently work in small groups to complete tasks. 6. Grammar instruction is deductive. 	
Interaction's Nature.	<ul style="list-style-type: none"> 1. Teachers and students engage with each other primarily. 2. The introduction of young students. 3. Little interaction amongst students. 	<ul style="list-style-type: none"> 1. The Facilitator is the teacher. 2. Teachers may take on co-communication roles. 3. Students talk to each other. 	

Managing the feelings and emotions of the students.	1. This topic is unrelated to any students.	1. Encourage your students. 2. The teacher provides the kids the chance to exhibit their uniqueness. 3. Cooperative contact improves student safety.
Student's first language.	1. The meaning of the target language is made clear by translating into the learners' native tongue. 2. The local language is used for the majority of the teaching and learning activities.	1. Students are allowed to use their native tongue. 2. Target language is used mostly for explanations of actions; native language is only utilized when necessary.
The proficiency that is highlighted.	1. Emphasis is placed on vocabulary and grammar. 2. The fundamental abilities are reading and writing.	1. The more complex forms are learnt, and the functions are reintroduced. 2. Students begin by exercising all four skills: speaking, reading, and listening.
How teachers respond when students make mistakes.	1. The right response is really important. 2. If students make a mistake, the teacher will give them the right response.	1. Formal mistakes are accepted during fluency-based activities. 2. The teacher might call the learners back for accuracy-based tasks after pointing out their errors.

(Adapted From Larsen Freeman & Anderson, 2011: 19-20 &122-125)

3. Discussion

Features of Learning and Teaching Process

The GTM and CLT approaches differ significantly in five areas of the teaching and learning processes. The first is mother tongue, which is the language used at GTM to offer lessons to students. It shows that the teacher uses his or her own language to help students learn the target language. According to Harmer (2007:63), what teachers and students teach and learn about the target language is mirrored in both the mother tongue and the target language. On the other hand, CLT actually integrates local language into the teaching and learning process, albeit only in certain word forms (Brown, 2015:49). For all communications during the teaching and learning process, the mother tongue is not permitted. Through engagement and dialogue in the target language, the teacher helps the learners learn the language. The second method is to translate GTM terminology into the learner's native tongue. This method is employed to teach learners the pertinent meaning and use of the target language (Brown, 2015:19, Benati, n.d.2020). In a different way, the CLT technique instructs students to learn vocabulary in the target language without utilizing their home tongue as a mirror. Additionally, the teacher instructs learners to learn terminology through scenarios from the actual world (Brown, 2015:46).

One illustration is the use of real imagery, real objects, or the incorporation of the term in a phrase or expression. Third, the GTM technique emphasizes that before students can create a text sentence, they must master the grammar. Or, to put it another way, grammar is taught to students deductively (Harmer, 2007:63). (Larsen-Freeman, 2011:18. Brown, 2007:19). Students will consistently and rigidly produce the statement with no modification. Furthermore, because they don't frequently utilize the language for conversation, students are hesitant to use English in daily life, according to an observation of several teaching and learning processes in Indonesia on October 16–17, 2013. They hesitate when pronouncing words, and it's possible that their original dialect has an impact on how they pronounce words in the target language. This strategy differs greatly from CLT since CLT stresses inductive or retroactive grammar instruction by the teacher (Thompson, 1996). Additionally, this CLT promotes communication in language target without putting emphasis on grammar right away (Larsen-Freeman, 2011:115). Hiep: 2005:4).

They achieve this by concentrating on the students' willingness to communicate using the target language and checking or revising the grammar after the students have produced the language, such as in a sentence or text. In this manner, the learners will enjoy the class and generate the language without hesitation or shyness. The same applies to how kids pick up their mother tongue. But if the teacher is unable to teach grammar at the end of course, one of the issues is that they will make a grammar mistake. The following is about the content. There is no instruction using authentic material in the GTM technique. The teacher or a reference book is the source of all the materials. The teacher has already decided on the subject matter. The learners in this situation are not accustomed to social language, thus when asked to apply or realize their information in a social or everyday context, they lack the necessary skills.

However, one advantage is that learners are not aware of negative events occurring outside of the classroom. The authentic outside-of-class information as a result causes them to be shocked out of their pessimistic outlook. In contrast, the CLT Method typically uses authentic content to familiarize and help students comprehend the given subject's real-world context (Hiep, 2005:5). Additionally, Wong, Kwok, and Choi in Xerri (2012:43) mentioned that it is highly advantageous for students as they would join with the social life at the conclusion of the learning process and need the real context to be one of the social member lives. However, in order to prevent incorrect information from influencing the students' thoughts or attitudes, the teacher must carefully filter the material. The goal of the study comes last but certainly not least. In the GTM technique, students are not required to communicate in the target language, but in the CLT method, it is emphasized that they do so for all daily and instructional tasks. However, the GTM technique encourages language analysis rather than language use among the students (Celce-Murcia, 2014:6). Contrarily, the CLT technique encourages learners to utilize the language rather than analyze it (Larsen-Freeman, 2011: 115). Additionally, improving the students' ability to communicate in the target language is an objective of our language learning method.

Interaction's Nature

1). Interplay between Teachers and Students

The GTM Method is one-way interaction. The source of activities in teaching and learning process is typically the teacher (Brown, 2015:19).

2007's Harmer, page 63 In other words, the teacher acts as both the main teaching and learning resource and provides a one-way illustration of the subject. The students ask the teacher

the question if they are unsure of the meaning of the words or the arrangement of the statement. The teacher will give the solution right away to make sure the students understand the lesson. The CLT method, on the other hand, involves the teacher and the pupils having a conversation. The teacher treats the students as friends when speaking about the subject. The teacher acts as both the students' main source of information and their buddy in order to accomplish the goals of teaching and learning. Consequently, with CLT, both the teacher and the students, as well as the students and the teacher, are actively engaged (Thompson, 1996). Brown, 2007:47. Hiep, 2005:4).

2). Interaction between Students

According to prior statistics, there is not much student engagement during the teaching and learning process while using the GTM method. As a result, the learners never discuss the subject with one another and only learn from the teacher. However, CLT method places a strong emphasis on student interaction (Hiep, 2005:4), and learners can work together to solve issues and react to inquiries from teachers. Since the teacher can interact with the students in co-communication, teaching and learning processes are effective and efficient in reaching the desired results. This method is particularly advantageous for the learning process.

Managing Students' Emotions and Feelings

The GTM technique is fairly conventional, and the teacher shows little concern for the learners' feelings or emotions because there is no treatment of this area-related principle in this methodology. Since of this, there is a lack of closeness between the teacher and the learners because they view the teacher as being highly formal and not suitable for lighthearted interactions. In other words, teacher and students are separated by a significant distance. Contrarily, CLT is a modern strategy in which the teacher and students are seen as collaborators in the educational process. Since they have the opportunity to express their opinions, interests, and feelings to the teacher, the students therefore feel comfortable around them. Furthermore, because the teacher and the students work well together in this method, the students' sense of security is increased, enabling them to learn easily, with clarity, and with joy. In this instance, the CLT was given more consideration than the GTM.

The significance of a student's L1

Because it is used to comprehend the target language, native language, or L1, is important in GTM. The students will unintentionally incorporate whatever they learn about the target language into their native languages (Celce-Murcia, 2014:6). Brown (2015):19; Harmer (2007):63. Additionally, while studying grammar, both instructors and students make an effort to understand it in their own tongues. The majority of teaching and learning activities, including the teacher's examination of the grammar of the target language, take place in the student's native language.

To contrast, the CLT Method genuinely uses native language, but only when necessary, such as when a word needs to be emphasized, its meaning needs to be understood because it is a foreign term, when making jokes, etc.

Typically, the target language is used employed throughout the entire teaching and learning process (Thompson, 1996. Harmer, 2007:69. Brown, 2015:46-47). In order to help the students

talk fluently and naturally in context, this method also seeks to familiarize them with the target language.

The Language Skills that are stressed

In order to perform and demonstrate language competence, learners must master four skills. They are speaking, reading, writing, and listening. Reading and listening are receptive skills because they provide information. So writing and speaking are useful skills (Harmer, 2007: 270 and 275).

Reading and writing are the abilities that are prioritized in the GTM technique. It entails that the students only learn one skill for producing and delivering information, as well as one skill for obtaining it. As a result, this approach is inappropriate for improving students proficiency in language learning, particularly in the learning of second or foreign languages. When learners are solely taught to read and write, they will concentrate on vocabulary and grammar and not get familiar with other aspects of language use, such as pronunciation, phonology, and actual context. Since even the learners are afraid and shy to use the language incorrectly, this method actually expects that the students learn the rules of language in class and then apply them in daily life. However, this hasn't happened yet.

Contrarily, the CLT method starts teaching and learning process by teaching the students the four skills. The students often study the four competencies in small groups throughout their classes and groups. Since students use the language in class and make an effort to apply it in everyday life, even though there are numerous errors, they receive entire competence and performance in this technique. Overall, compared to GTM approaches, the teacher in the CLT method imparts skills to the learners more thoroughly.

How a Teacher Reacts to a Student's Mistake

Accuracy is seen as essential to the GTM approach (Harmer, 2007:63). The mistakes made by the students will be corrected by the teacher. Although the students can see their mistakes directly in this method, it lowers their confidence in their ability to utilize the language since they are terrified of making mistakes in front of the class. Additionally, despite their high level of performance caution and proficiency in language analysis, the students lack the skills and self-assurance necessary to effectively perform the language, particularly in communicative situations.

On the other hand, the CLT method is a very modest approach because it allows for student error while still guiding students through error analysis and revision (Brown, 2015:47). It is advantageous that the students are confident and delighted to use the language in their daily lives and do not lack these qualities. In conclusion, the GTM technique responds to the learners directly, whereas the CLT method responds indirectly. Each method has benefits and drawbacks of its own.

4. Conclusion

Overall, teachers are conversant with both GTM and CLT methodologies. Even though GTM is an outdated method when compared to CLT, it is still used in some countries. Given that each country has a unique set of conditions, contexts, and social norms, teachers must be aware of the best teaching and learning methods. According to the preceding comparison

between the CLT and GTM methods, it can be concluded that CLT is more communicative and cooperative than GTM, improving students' language use skills because GTM is monotonous and only involves one-way transmission. The primary source of teaching and learning process is teacher. Contrarily, the CLT employs a variety of teaching methods that encourage student happiness, comfort, and engagement in the course. Additionally, the instructor can act as a facilitator and a co-communicator for the learners in addition to being the main source of information.

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