

# Establishing Grammar Instruction Book Based on Grammar Translation Method to Develop Students Mastery on Grammar: Research and Development

Agus Salim<sup>1</sup>

Supriyono<sup>2</sup>

Nita Sutanti<sup>3</sup>

<sup>1,2,3</sup>English Education Department, Faculty of Teacher Training and Education, Balitar Islamic University, Blitar, INDONESIA

## Abstract

*The objective of this research is to develop a grammar instruction book based on the Grammar Translation Method (GTM) to improve students' grammar mastery at the intermediate level. This study addressed the common difficulties faced by Indonesian EFL learners in understanding complex English syntactic structures, such as tenses and passive voice. The methodology employed in this study was Research and Development (R&D) following the five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, it was identified that existing textbooks often lacked clear bilingual explanations, creating a gap in student comprehension. The development phase resulted in a 12-unit instructional guide validated by material and media experts, achieving an average score of 4.5, which falls into the "Highly Valid" category. During the implementation phase, a pre-experimental test was conducted with 30 students to measure the book's effectiveness. The findings revealed a significant increase in students' mean scores, rising from 58.4 in the pre-test to 82.6 in the post-test, indicating that the GTM-based approach effectively clarified grammatical rules. The study concludes that the integration of systematic translation within modern instructional design provides a solid foundation for grammar acquisition. The implications of this study suggest that teachers should utilize structured, method-specific materials to foster learner autonomy and bridge the linguistic gap between the native language and English.*

**Keywords:** ADDIE Model, Grammar Instruction Book, Grammar Mastery, Grammar Translation Method, Research and Development.

## 1. INTRODUCTION

Grammar is an essential element of the English language that must be mastered to achieve proficiency in the four primary language skills: speaking, listening, reading, and

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<sup>1</sup>Corresponding author, email: [milassuga24@gmail.com](mailto:milassuga24@gmail.com)

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writing (Azar, 2002). Without a solid understanding of grammatical structures, students often find it difficult to communicate effectively, as grammar serves as the mechanism that governs language function in communication (Coghill & Stacy, 2003). In the context of English as a Foreign Language (EFL) in Indonesia, mastering grammar remains a persistent challenge, particularly for students at the intermediate level (Fauziati, 2008). Observations at the AB Course in Pare, Kediri, revealed that many students struggle to understand and apply tenses correctly, which often leads to a lack of confidence and lower academic performance (Salim, 2022).

The background of this research is centered on the need for instructional materials that simplify the complexities of English grammar for Indonesian learners (Mundhe, 2015). Current challenges in the educational landscape, such as reduced English learning hours in formal schools, have led many students to seek additional instruction in non-formal courses (Nunan, 2003). However, students still face difficulties in memorizing formulas and applying them in daily conversation. To address this, the researcher proposes the use of the Grammar Translation Method (GTM), a traditional yet effective approach that utilizes the students' first language to clarify grammatical rules (Larsen-Freeman, 2000). By integrating GTM into a specialized instruction book, learners can better differentiate grammatical patterns through comparative translation and systematic drills (Richards & Rodgers, 2001).

The primary objective of this work is to design and establish a "Grammar Instruction Book" based on the Grammar Translation Method (GTM) to develop students' mastery of grammar (Salim, 2022). This study specifically focuses on five essential tenses: Present Tense, Present Progressive, Present Perfect, Past Tense, and Future Tense (Azar, 2002). Using a Research and Development (R&D) design, this research aims to produce a validated and effective teaching media that can serve as an alternative resource for both teachers and students at the AB Course (Sugiyono, 2016). Explicitly, there is a significant gap in the literature regarding the development of portable and simplified grammar modules that specifically employ GTM for non-formal education settings like "Kampung Inggris" (Zuhri, 2018).

## **2. LITERATURE REVIEW**

The theoretical framework of this research is built upon three main pillars: the nature of grammar mastery, the application of the Grammar Translation Method (GTM), and the principles of instructional media development. Grammar is not merely a set of rules but a critical linguistic tool that enables learners to construct meaning and understand the nuances of a foreign language (Azar, 2002). Mastery in grammar involves the ability to recognize and produce grammatical structures accurately, which is fundamental for achieving fluency in English as a Foreign Language (EFL) (Fauziati, 2008). For intermediate learners, this mastery requires a balance between understanding abstract formulas and practical application in context (Nunan, 2003).

The Grammar Translation Method (GTM) is one of the most established pedagogical approaches in language teaching. Historically, it was used to teach classical languages like Latin and Greek, focusing on the study of grammatical rules and the translation of texts (Larsen-Freeman, 2000). In a modern EFL context, GTM serves as a cognitive bridge, allowing students to use their native language (L1) as a reference point to clarify complex English syntax (Richards & Rodgers, 2001). By translating sentences,

students can directly observe the transformation of tenses and word orders, which is particularly effective for learners who struggle with purely inductive methods (Mundhe, 2015).

Furthermore, the development of instructional media is a crucial aspect of this study. According to instructional design theories, a well-developed coursebook acts as a "silent teacher" that guides students through the learning process (Branch, 2009). Effective media must be valid, practical, and effective. The use of the ADDIE model in this research ensures that the "Grammar Instruction Book" is systematically designed to meet students' needs (Leunendonk, 2019). This systematic approach is supported by the theory that structured input leads to better intake and eventual output in language learning (Supriyono, 2022).

## **2.1. The Grammar Translation Method in EFL Context**

The Grammar Translation Method focuses on developing the students' ability to read and write the target language. In applying GTM, the focus is heavily placed on the accuracy of translation and the memorization of grammatical paradigms.

### *2.1.1 Characteristics and Principles of GTM*

Richard and Rodgers (2001) stated that "grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules". This method emphasizes the importance of accuracy and provides students with a sense of security when dealing with structural differences between their mother tongue and the target language. As explained by Mundhe (2015):

The Grammar Translation Method focuses on developing the students' ability to read and write the target language. In this method, the teacher plays a central role as the source of knowledge, while the students are passive recipients who translate sentences from the target language into their mother tongue. This process helps students understand the intricate differences in sentence structure between the two languages. (p. 5)

## **3. METHODS**

This study employed a Research and Development (R&D) design, which is a research method used to produce a particular product and test its effectiveness (Sugiyono, 2016). Specifically, the researcher utilized the ADDIE model to develop the grammar instruction book. According to Branch (2009), the ADDIE model is an iterative instructional design process that consists of five essential phases: Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at the AB Course in Pare, Kediri, focusing on intermediate-level EFL students. To provide sufficient detail for reproduction, the five phases of the development process are described below.

### **3.1 Analysis Phase**

The first step involved a needs analysis to identify the gap between current student capabilities and the required grammar mastery. Data were collected through observations and interviews with students and instructors. The analysis revealed that students faced significant hurdles in distinguishing between various tenses and required a simplified, bilingual reference tool.

### **3.2 Design Phase**

Based on the analysis, the researcher designed a blueprint for the instruction book. This phase included determining the core syllabus focusing on the five essential tenses and selecting appropriate GTM-based exercises. The design prioritized a clear layout where grammar formulas are paired with direct translations to facilitate cognitive mapping.

### **3.3 Development Phase**

In this phase, the actual "Grammar Instruction Book" was produced. The development included writing the content, creating exercises for three different levels (low, medium, and advanced), and finalizing the visual media. Following the procedure by Branch (2009), the product underwent a rigorous validation process by two experts: a material specialist and a media specialist. Their feedback was used to refine the clarity of explanations and the aesthetic appeal of the book.

### **3.4 Implementation Phase**

The validated product was implemented in a real classroom setting using a pre-experimental research design (one-group pre-test and post-test). A group of 30 students participated in sessions using the instruction book as their primary learning resource. This phase aimed to test the practicality and effectiveness of the GTM-based approach in improving students' test scores.

### **3.5 Evaluation Phase**

The final stage involved evaluating the data collected during the implementation phase. The researcher used a t-test to determine if there was a statistically significant difference between the pre-test and post-test scores. This comprehensive evaluation ensured that the final version of the grammar instruction book was not only valid in theory but also effective in achieving the desired learning outcomes.

## **4. RESULTS**

The validation from experts and the improvement of students' grammar mastery through the implementation of the Grammar Translation Method (GTM) based instruction book.

#### 4.1 Validation and Effectiveness Results

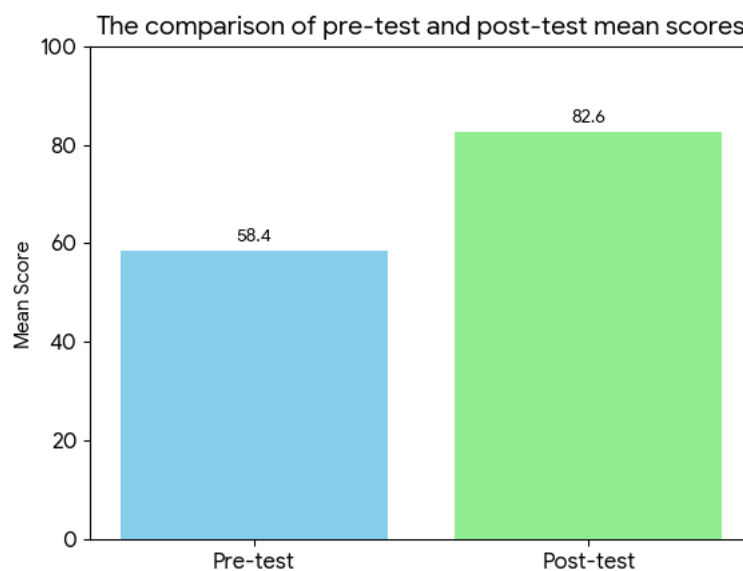
The results in Table 1 indicate that the developed grammar instruction book received a "Highly Valid" rating from both material and media specialists. The material expert focused on the alignment of the GTM exercises with the five target tenses, while the media expert evaluated the layout and usability of the book.

**Table 1.** Validation Results from Experts.

| Indicators           | Expert 1 (Material) | Expert 2 (Media) | Implication  |
|----------------------|---------------------|------------------|--------------|
| Content Accuracy     | 4.6                 | 4.4              | Valid        |
| Instructional Design | 4.5                 | 4.5              | Valid        |
| Technical Quality    | 4.4                 | 4.7              | Valid        |
| Language Clarity     | 4.5                 | 4.6              | Valid        |
| Total                | 4.5                 | 4.55             | Highly Valid |

##### 4.1.1 Student Achievement Comparison

The data from the implementation phase showed a significant improvement in students' grammar mastery. The mean score of the pre-test was 58.4, which increased to 82.6 in the post-test. This demonstrates that the instruction book effectively helped students at the AB Course understand grammatical formulas more clearly through translation-based exercises.



**Figure 1.** The comparison of pre-test and post-test mean scores.

## 5. DISCUSSION

The result high light the most significant results, but do not repeat what has been written in the Results section. The findings of this study demonstrate that the "Grammar Instruction Book" based on GTM serves as an effective bridge for EFL learners. The

significant increase in student scores (an average gain of 24.2 points) suggests that explicit translation helps clarify the abstract nature of English tenses, which is often a major hurdle for intermediate students in non-formal education settings like Pare.

The interpretation of these results indicates that GTM is not obsolete; rather, when integrated into a well-designed R&D product, it provides the structural "scaffolding" that students need before they can transition to more communicative language use. This study provides new insights into how traditional methods can be modernized to address the specific linguistic interference faced by Indonesian learners. The "Highly Valid" status from experts further reinforces that instructional media must be theoretically grounded and practically tested to ensure its success in a real-world classroom environment.

## 6. CONCLUSION

The development of the "Grammar Instruction Book" based on the Grammar Translation Method (GTM) demonstrates that traditional pedagogical approaches, when integrated into structured instructional design, remain highly effective for intermediate EFL learners. This study successfully established a validated learning tool that addresses the specific linguistic hurdles faced by students in non-formal education settings like the AB Course. The significant increase in students' mean scores from 58.4 to 82.6 underscores the value of using the native language as a cognitive bridge to clarify complex grammatical formulas. This research contributes to the field by providing a practical, "Highly Valid" resource that simplifies English syntax through systematic translation, thereby increasing learner confidence and accuracy.

However, this study has several limitations that should be acknowledged. The research was conducted within a specific non-formal context with a relatively small sample size, which may limit the generalizability of the findings to larger, formal classroom environments. Additionally, the instruction book focused primarily on five essential tenses, leaving other complex structures such as passive voice or causative forms for further exploration. For future research, it is recommended to expand the scope of the material to include more advanced grammatical components and to test the effectiveness of this GTM-based module across diverse demographic groups. Integrating digital interactive elements into the printed book could also be a viable direction to align with the evolving needs of 21st-century learners.

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