


An Analysis of Enhancing Students' Grammar Proficiency in The Simple Present Tense Through The Translation Technique at Grade X of SMKS Reformasi Plus Noelbaki

Selfiyani Regina Tungga^{1*}, Rozita Yusniaty Lodo², Chamelya V.C. Sene³

^{1,2,3}Department of English Education San Pedro University Kupang, Jl.Ir.Soekarno, Fontein, Kota Radja District, Kupang City, East Nusa Tenggara Province, Kupang
E-mail: selfiyaniiregina25@gmail.com

* Corresponding Author

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ABSTRACT

Penelitian ini menganalisis efektivitas penerapan teknik penerjemahan untuk meningkatkan kemampuan tata bahasa siswa dalam bentuk simple present tense di kelas X SMKS Reformasi Plus Noelbaki. Penelitian ini dilakukan untuk fokus pada kesulitan yang terus-menerus dialami siswa dalam memahami dan menerapkan struktur simple present tense secara akurat baik dalam konteks tulisan maupun lisan. Teknik penerjemahan diterapkan dengan melibatkan siswa dalam menerjemahkan kalimat dari Bahasa Indonesia ke Bahasa Inggris dan sebaliknya, sehingga memungkinkan mereka untuk mengenali pola tata bahasa, memperkuat kesadaran struktural, dan menginternalisasi aturan simple present tense secara lebih efektif. Hasil penelitian menunjukkan peningkatan yang signifikan dalam penguasaan simple present tense siswa setelah penerapan teknik penerjemahan, yang dapat berfungsi sebagai teknik yang bermakna dan mendukung dalam pengajaran tata bahasa.

This study analyses the effectiveness of applying the translation technique to enhance students' grammar proficiency in the simple present tense at grade X of SMKS Reformasi Plus Noelbaki. The study was conducted to concentrate on students' persistent difficulties in comprehending and applying simple present tense structures accurately in both written and speaking context. The translation technique was applied by engaging students in translating sentences from Bahasa Indonesia to English and vice versa, enabling them to recognize grammatical patterns, strengthen structural awareness, and internalize rules of the simple present tense more effectively. The findings reveal the important improvement in students' mastery of the simple present tense after the applying of translation technique, can serve as a meaningful and supportive technique for teaching grammar.



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INTRODUCTION

English is an international language and a very crucial language in the world that unites people all over the world. English grammar consists of 16 tenses, and divided into four sections namely present, past, and future, and perfect. Language proficiency, especially in grammar plays a fundamental role in effective interaction and educational accomplishment. Nevertheless, many students work hard to understand grammar guidelines especially, which can delay their language learning improvement (Smith, 2018). A methodology for advancing grammar proficiency is through the translation technique, which has been applied for a period of time in language education. Students frequently encounter hindrances in growing their grammar proficiency that obstruct their capability to convey themselves clearly and precisely (Jones, 2020). The translation technique includes translating sentences or passages

from a language to another. In that case, students are profoundly familiar with the grammar guidelines and structures of both languages, leading to a better comprehension of linguistics shades.

Simple present tense is the most basic tense and commonly used verb in English. It is used to describe habitual actions or daily routines, and general truths. Being proficient in the simple present tense means that students have a good comprehending of its structure and usage. This involves knowing how to form sentences correctly, using the correct verb forms, and comprehending the different meanings and connotations of different verb forms. Grammar proficiency in the simple present tense is very important for students because it forms the basis of their language ability for effective communication, understanding, comprehension and writing competences.

In Indonesia many students don't understand the simple present tense and how to use it in their daily speaking and writing correctly. To overcome the challenges, translation technique can be employed. The technique in applying translation as a tool to enhance grammar proficiency in the simple present tense is contextual translation. Contextual translation is a translation technique that includes translating a text or sentence in the context of bigger conversation or dialogue or translating texts or sentences from the native language to English. This technique is frequently used to help students comprehend the meaning and usage of specific grammar structures and vocabulary in real-world communication circumstances, allow students to picture how grammar rules are utilized in dissimilar contexts, and progressing their conception.

Adeptness in grammar particularly in the simple present tense empowers students to assemble grammatically accurate sentences, express particular meanings, and understand written and spoken conversation with intelligibility. Additionally, a sturdy comprehension of grammar simplifies language production and fosters confidence in conveying oneself in a foreign language context.

By engaging in translation conduct, students are exposed to the complexities of grammar particularly Simple present tense in both their native language and the target language. Translation chores require learners to analyze the arrangement and meaning of sentences, classify linguistic outlines, and make knowledgeable decisions about word choice and sentence construction. Furthermore, translation assignments elevate critical thinking competences, cultural awareness, and interlingual capability by reassuring students to find the way between distinctive linguistic and cultural contexts. In addition, to apply English grammar accurately, students find it difficult due to the complexity of grammar rules, insufficient instruction, limited exposure to high-quality language models, an emphasis on communication over accuracy, interference from other languages, a lack of motivation or interest and a lack of consistent practice. The researcher chose SMKS Reformasi Plus Noelbaki due to her experience once doing teaching practice or PPL at that school. The researcher found at SMKS Reformasi Plus Noelbaki grade X, most of the students have difficulty at grammar proficiency in the simple present tense. Related to the grammar problems above, the researcher is interested in conducting the research in order to analyze students' grammar proficiency in the simple present tense through grammar translation technique. This research will focus on the analysis of enhancing students' grammar proficiency through the translation technique at Grade X of SMKS Reformasi Plus Noelbaki.

METHOD

The research design for this study would be a descriptive qualitative method. Creswell (2014) stated that descriptive qualitative method indicates a research approach that intends to give a detailed and profound understanding of a phenomenon or particular condition. This method is specifically helpful when the research intends to discover and comprehend the experiences, perceptions, and behaviours of personalities or groups. In this research the researcher will apply the descriptive qualitative method since the researcher wants to know the effectiveness of the translation technique in enhancing students' grammar proficiency in the simple present and the effects of applying the translation technique as an educational instrument on students' relevance to grammar rules, particularly simple present tense.

Research Instruments

In this research, the researcher will use observation, interview, and document analysis as instruments.

1. Observation: The process that encompasses closely monitoring and recording the students' deeds, performances, and interactions, during the translation activities that exclusively use the present tense.

This allows the researcher to gather firsthand data on the students' grammar usage, challenges and progress in the translation technique.

2. Interview: this instrument enables the researcher to gather in-depth, subjective data from the students themselves. Throughout the interview, the researcher can explore the students' perceptions, experiences, and attitudes towards the translation technique and its impact on their grammar, specifically simple present tense. Students can share their thoughts, processes, strategies, the challenges, they encounter and overall feedback on the effectiveness of the translation technique. The interview data can complement the observation data and provide a profound understanding of the students' language improvement.
3. Pre-test and post-test: These research instruments include ordering a grammar proficiency test to students before and after they receive instruction using the grammar translation technique. These instruments can be applied in the qualitative research technique to measure changes in students' grammar proficiency in the simple present tense throughout the grammar translation technique, and to know the effectiveness and the effects of applying translation technique.

Data Collection Technique

The data collection techniques are as follows:

1. The researcher develops an observation procedure to guide the observation process. This procedure has to focus on specific aspects connected to the students' use of the simple present tense, such as: Correct usage of the simple present verb forms (I drink water every morning). Then, the error case is in the simple present tense (She watch thriller movie every weekend). The strategies the students use to translate simple present tense structure and, the challenges they face in applying the simple present tense correctly. During the observations, the researcher takes detailed notes, recording particular cases of the students' simple present tense usage and any notable manners or interactions. The researcher may also consider using audio or video recordings to capture the students' performance for later review or analysis.
2. The researcher will offer sample interview questions such as:
 1. How do you approach translating simple present tense sentences?
 2. What challenges do you encounter in using the correct simple present tense forms?
 3. What strategy do you use to ensure accurate, simple present tense translation?
 4. How has the translation technique helped you improve your simple present tense proficiency?
3. The researcher will give a pre-test by asking the students to write down their habits and daily activities in their mother tongue or Kupang Malay and translate into English. Then the post-test in a simple conversation form, the students have to translate in English. The pre-test assesses students' early grammar proficiency in the simple present tense, while the post-test evaluates their progress after applying the grammar translation technique.

Data Analysis

The researcher will analyze the data by combining the findings from the observation, interview and pre-test and post-test to provide a complete comprehending of the students' simple present tense proficiency and the effectiveness of the grammar translation technique. Then concentrate on detailed descriptions and incorporation of several data sources allows for a profounder comprehending of the students' experiences, challenges, and advance in their simple present tense usage.

RESULTS AND DISCUSSION

The Result of Interview

The researcher interviewed the students and discovered that the majority of the students lacked comprehension of the concept of simple present tense. And some of them also mentioned that they had ever studied the simple present tense. Additionally, they could not really remember much about it. They were not familiar with the usage and the rules of simple present tense. Therefore, the researcher applied grammar translation technique, particularly contextual translation. The researcher used some strategies, namely introduced the simple present tense in the target language and described its structure and usage, such as you/we/they are, I am, she/he/it is. Furthermore, she gave some examples related to everyday lives such as Mom makes breakfast every morning, you take a bath twice a day, they play volleyball every weekend, and practiced.

Result of Observation

During the implementation of the grammar translation technique, the researcher discovered that the students were greatly engaged and motivated. They enthusiastically participated in the class and were able to comprehend and engage with simple present tense through grammar translation technique. Additionally, the students were able to comprehend and explain the simple present tense really well; the students were able to use and translate the sentences in the context of simple present tense correctly. It showed that grammar translation technique worked very well to enhance students' grammar proficiency in the simple present tense.

The Effectiveness and The Effects of Applying Grammar Translation Technique

By implementing translation as a language learning tool, students' grammar ability at SMKS Reformasi Plus Noelbaki can be improved. This technique entails translating sentences or phrases from one language to another, allowing students to better understand the structure and application of grammatical rules in the target language.

One method for using the translation technique is to give the students sentences in the simple present tense in their native language, which is Bahasa Indonesia, and then ask them to translate them into the target language (in this case, English). This can help students practice using the simple present tense and comprehend how to form sentences correctly. For example, a student may translate the sentence "Saya pergi ke sekolah setiap hari" into "I go to school every day" in English

Another method for using the translation approach is to give students sentences in the simple present tense in English and then ask them to translate them into their native language. This can assist students in practicing reading and understanding English sentences in the simple present tense, as well as improve their grammar ability. In Bahasa Indonesia, the students may translate the sentences "I am a student" into "Saya adalah seorang siswa."

In addition to translating sentences, contextual translation can be used to teach specific grammatical rules in the simple present tense based on the context. For example, teachers can provide students with phrases that exemplify the right usage of verbs in the simple present tense, such as "I read Bible every night" or "I wake up at 6 a.m every morning." Students can obtain a better knowledge of how to use verbs in the simple present tense in their daily lives by evaluating these sentences and comparing them to their original language translations.

At SMKS Reformasi Plus Noelbaki, the translation method can be a useful tool for improving students' grammar competency in the simple present tense. Students can develop their language skills and become more adept at using the simple present tense in both their native language and English by using it to practice translating sentences and understand specific grammar rules.

The use of the translation approach as a teaching tool can benefit students' understanding of grammatical rules in a number of ways. First of all, it can aid in students' greater comprehension of grammatical rules and their application in other languages. Students can understand the structure and application of grammar rules in the target language by contrasting and comparing sentences in their native language with their translations in the target language.

Moreover, the translation method can assist students in developing their reading, writing, and speaking language proficiency. Through sentence translation practice, students can improve their comprehension and grammatical production skills in both their native language and the language they are learning. This may result in enhanced capacity for accurate and precise expression as well as better communication abilities.

Furthermore, the translation technique can assist students in improving their use of certain grammar rules in the simple present tense. Students can obtain a better knowledge of how to use verbs appropriately in the simple present tense by evaluating phrases that demonstrate their right usage. This can help them gain confidence and accuracy in using grammatical rules in the simple present tense.

The Result of Students' Pre-Test and Post-Test

The researcher administered a pre-test to determine the students' knowledge and grasp of the simple present tense. Second, describe the concept of simple present tense, how to use it, the rules of simple present tense, and the time adverb that is always used in simple present tense. Third, taught grammatical translation techniques, namely contextual translation techniques, and provided various

instances to the students. Therefore, students may understand and learn about the simple present tense. Fourth, organize the students into five groups. Each group was comprised of four students. The worksheets were then distributed to the groups, who worked together to translate sentences from a text into English using the simple present tense. Lastly, after the students collected their worksheets, the researcher gave the students the post-test to evaluate their proficiency in the simple present tense and to know the effectiveness and effects of applying grammar translation technique.

Students' Score in The Pre-Test and Post-Test

In this part, it shows the students' score score before applying the grammar translation technique and after applying the translation technique in learning the simple present tense. The score is administered in the following table:

No	Category	Pre-Test	Post-Test
1	Highest	80	100
2	Lowest	40	80
3	Mean	63	94
4	Median	60	100
5	Mode	60	100

The table showed the students' scores in the pre-test and post-test, where the highest score of the pre-test was 80 while the post-test was 100, the lowest score of the pre-test was 40, while the post-test was 80, the mean score of the pre-test was 63, while the post-test was 94, the median score of the pre-test was 60, while the post-test was 100, and the mode score of the pre-test was 60, while the post-test was 100.

The Frequency and the Percentage of the Students' Score in Pre-Test and Post-Test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	90-100	-	-	14	70%
2	Good	70-80	6	30%	6	30%
3	Fair	50-60	11	55%	-	-
4	Poor	30-40	3	15%	-	-
5	Very Poor	10-20	-	-	-	-

The table showed the frequency and the percentage of the students' scores in the pre-test and post-test. Where in the pre-test, there were no students got excellent and very poor. On the other hand, in good classification 6 (30%) students out of 20 students got it, 11 (55%) got fair, and 3 (15%) out of 20 students who got poor. While in the post-test, there were 14 (70%) out of 20 students got excellent, 6 (30%) out of 20 students got good, and there were no students got fair, poor or very poor in the pre-test.

Discussion

The findings of this research showed that grammar translation technique is effective to enhance the grade X students' proficiency in the simple present tense at SMKS Reformasi Plus Noelbaki, Kupang Regency. By way of translating relevant and attractive texts, the students could strengthen their comprehension of the grammar rules especially the simple present tense. And the students' enhancement in the simple present tense was obtained through the process of grammar translation technique and the researcher's guidance during the class.

The data that was able to show the different results of the students' grammar proficiency in the simple present tense was the data of the mean score of the students' results in the pre-test and post-test. The mean score of the pre-test was 63, while in the post-test was 94. Meanwhile, the frequency and the percentage of the students' scores in the pre-test and post-test showed that in the pre-test there were not students getting excellent and very poor classification, and there were 6 (30%) students getting good classification, 11 (55%) students got fair, and 3 (15%) got poor, while in the post-test it showed that there were 14 (70%) students getting excellent qualification, and 6 (30%) students got good, and there were no students getting fair, poor, and very poor classification.

The result of the research shows that grammar translation technique can be a good medium in teaching English grammar. Where teaching the students by applying native language and translation can help the students in the learning process. The grammar translation technique provided the students with

an actual and engaging approach to studying grammar, which assisted in developing their whole proficiency. The practice exercises and class discussion also allowed the students to use their knowledge in context, which further reinforced their comprehension of the grammar rules. The findings are very useful for language teaching and learning. The grammar translation technique can be applied as an educational approach to enhance students' grammar proficiency in other languages and contexts.

CONCLUSION

Based on the data that has been found, the researcher concludes that enhancing students' grammar proficiency in the simple present tense through the grammar translation technique at grade X of SMKS Reformasi Plus Noelbaki is effective and this method can be a valuable tool for improving students' language competence. By translating sentences from one language to another while preserving the grammatical structure, students are able to comprehend the rules of grammar and how to apply them in context. This technique allows students to see the grammar rules in action, making them more memorable and easier to apply in their own writing and speaking in their everyday lives. Throughout observation, pre-test and post-test outcomes, several significant outcomes appeared regarding students' responses, students' grammar proficiency in the Simple Present Tense enhanced significantly after being taught applying the translation technique. The translation technique assisted students comprehend the relationship between English and Indonesian sentence structures. By translating sentence from English into Bahasa Indonesia and vice versa, students become more aware of grammatical differences and similarities. This practice enabled them to internalize the rules of the present tense more effectively than through explanation only. Students showed increased engagement, confidence, and motivation during learning behaviours. Classroom observations showed the translation tasks encouraged active participation and allowed students to express their comprehending in a familiar linguistic context. This encouraging environment also reduced anxiety, and assisting students practice grammar more willingly.

The translation technique proved appropriate for the students' learning prerequisites and context. Believing the students' linguistic circumstances and their habit of depending on Bahasa Indonesia to comprehend the English materials, translation served as a bridge that assisted comprehension and mastery of grammar.

Furthermore, the grammar translation technique has been found to be particularly effective for teaching the simple present tense. This tense is commonly used in everyday language and is essential for students to master in order to communicate effectively. By using this technique, students are able to practice using the simple present tense in a variety of sentences, which helps to reinforce their understanding of the grammar rules and improve their ability to use the tense correctly.

In this section, the researcher would like to suggest to: Students in grade X of SMKS Reformasi Plus Noelbaki have to keep learning and practicing translating sentences from one language to another while keeping the grammatical structure in the context of simple present tense. This will help them better understand the principles of grammar and increase their competence to apply them in their daily lives. Students should work together in pairs or small groups to translate sentences. This will provide them with opportunities to practice their language competence and receive feedback from their friends. The students should be diligent in learning English grammar. And they should pay more attention to familiar grammar errors specifically the use of verbs in third singular person and review them repeatedly. The other researcher, the provided information of this research can be a valuable contribution to other researchers who are interested in investigating grammar proficiency may discover the applying of the translation technique in other grammar topics, such as past tense or future tense. It is suggested to accomplish studies with greater samples or different grade levels to confirm the generalizability of the findings.

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