
TRADITIONAL GRAMMAR IN THE ERA OF INDEPENDENT LEARNING

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Abstract: Grammar is a very important reference in the language learning process, but it is also an obstacle and a challenge for the teacher. This study aims at knowing the use and relevance of Traditional Grammar in the era of independent learning. This study made use of library research to collect the required data. The results of the study showed that Traditional Grammar is still relevant to be used in language learning in this era of independent learning, of course by providing modifications in its application. This study reveals the importance of Traditional Grammar in the era of independent learning.

INTRODUCTION

A language is a form of human communication. Humans are social beings and need to interact with each other to meet their various life needs. Therefore, it is impossible for humans to live alone without interacting with other humans. Language is one of the most important factors influencing human life and culture (Mantra, & Kumara, 2018) because it is the most effective tool for communication. Language as a means of communication includes words, phrases, phrases and sentences expressed orally and in writing (Astawa et al., 2019). In language concepts, human communication systems is expressed through the structured arrangement of sounds and written representations to form larger units such as morphemes, words and sentences.

It is known that language is self-evident of a nation. Through language, people can identify groups of citizens, moreover, they can identify the attitudes and characteristics of the speakers. Therefore, linguistic problems cannot be separated from the lives of the speakers (Widiastuti et al., 2021). Therefore, teaching Indonesian must be packaged in an attractive way, so that non-language students feel more interested in the Indonesian language. One of the things that have become the centre of attention of the language observer method is the teaching of grammar. It is well known that until now the teaching of grammar still raises polemics. Compared to teaching dialogue, listening, reading, and writing, teaching grammar does not rely on any of the human language skills (Mantra et al., 2019). As a result, the debate over whether or not grammar should be taught continually and systematically.

Grammar is the core rules of a language containing sets of the language system of how people think, namely how human behaviour is in expressing language (Handayani et al., 2021). The existing rules provide the possibility for linguists to form words. So, the rules of language or grammar are psychological facts, that exist in every human mind and there is mastery over these rules, to be used functionally. In the study of linguistics, grammar is placed in the language system (Mantra & Widiastuti, 2019). The internal system of language

is arranged according to a pattern (systematic) and is not a single system because it consists of subsystems or subordinate systems. Therefore, grammar teachers must be taught implicitly assuming that explicit teaching will only impede the communication aspects of learners (Ji & Pham, 2020).

Grammar is also important in social life. For many language learners, the goal is to communicate with people. If a better understanding of grammar helps students become better communicators, then it's worth studying (Kristen & Wacana, 2020). In communicating, people need to have good ability in grammar. Having sufficient ability in language rules allows people to express themselves better and accurately. Therefore, it is highly recommended to continually enhance our grammatical ability to enable us to communicate effectively in real life (Astawa et al., 2020).

It is, however, a lot of people think that grammar is very hard to use in communication, therefore, it needs to be taught properly at schools. In addition, teaching grammar should be integrated into teaching other language skills (Widiastuti, 2019). According to them, to be able to read or write grammatical knowledge is also required, so grammatical teaching should be carried out integrally with others. Meanwhile, proponents of teaching explicit grammar consider that grammar is an important component that determines whether the learner has mastered the language he is learning or not (White, 2020). Proficient in language does not only mean mastering a series of vocabularies, but also the structure that composes them. Furthermore, teaching grammar is also considered to be able to help learners to determine the appropriate structure according to the context of its use.

Proponents of teaching implicit grammar assume that explicit teaching will only hinder the communicative aspects of learners. In addition, they argue that teaching grammar should be integrated into teaching other language skills (Mantra et al., 2020). In its development, language as a scientific study is getting deeper and more advanced, giving rise to streams in language studies which ultimately affect language teaching. Each of these schools has a different view of language which then systematically builds a new grammar called Traditional Grammar (Leitner, 2011).

Although Traditional Grammar was invented and developed during the Greek era, in the era of independent learning, Traditional Grammar still has relevance to the development of grammar and language teaching today (Xia, 2014). The development of modern grammar that occurs will always refer to and be related to Traditional Grammar as a fundamental part of language development and language learning (Struckmeier, 2020). This can be traced through subsequent grammatical developments and also from the language teaching curriculum that applies throughout the world and specifically in Indonesia. Traditional Grammar is still used in the learning process, especially in building linguistic foundations (Lindblom & Dunn, 2006).

Then, learning grammar becomes important in the learning process and the teachers have confidence in it. Traditional Grammar is a debate among academics. This happened due to concerns about the impact of Traditional Grammar learning, where students are believed to not have the ability to understand something comprehensively, but only memorize it (Nwoko, 2020). Therefore, this study was considered to be urgently important to be carried out to figure out the relevance of Traditional Grammar in the era of independent learning.

Previous studies have been conducted by language researchers related to Traditional

Grammar. It is, however, most of the studies mainly investigated the theoretical concepts and the principles of Traditional Grammar (Derewianka & Jones, 2010; Struckmeier, 2020; Xia, 2014). Similarly, this study also investigated the concepts and principles of Traditional Grammar, however, this study focused on the relevance and the implementation of Traditional Grammar in the era of independent learning which is currently promoted in Indonesia.

In this paper, the author wants to describe specifically the relevance and implementation of Traditional Grammar teaching in the era of independent learning. In this paper, the author also describes the theoretical basis of the history, understanding, and empirical studies related to Traditional Grammar. The author hopes that this paper can be used as a reference in actualizing Traditional Grammar from time to time. The objectives of this paper are as follows: (1) to describe the relevance of teaching traditional grammar in the era of independent learning, and (2) to describe the implementation of traditional grammar teaching in the era of independent learning.

METHOD

This paper was prepared using library research. A literature study is a series of activities to read, record and process data using library data collection methods (George, 2008). Basically, the library study relies on a critical and in-depth study of relevant library materials, such as a review of literature books, reports, scientific journals, related research results, and various other sources related to the issues discussed. In other words, library study activities are limited to library collection materials without the need for field research.

The steps of the literature research carried out include: 1) Selecting a topic; 2) Looking for supporting information; 3) Reinforce the focus to be discussed; 4) Searching, finding, and classifying the required reading materials; 5) Reading and making notes based on the reading material obtained; 6) Review and enrich the reading material again; 7) Reclassify reading material and start writing reports.

All data collected through library study were carefully selected and put into the right classification and then critically analyzed to establish valid and reliable findings. All the findings in this study were presented descriptively to provide a clear horizon of the relevance of Traditional Grammar and its implementation in the era of independent learning.

RESULTS AND DISCUSSION

In these sections, the results and the discussion related to the relevance and the implementation of Traditional Grammar in the era of independent learning are concisely elaborated in the following.

The Relevance of TBT in the Free Era Learning

Grammar is an important element of language. Communication cannot exist without structure and grammar. But the problem lies not in the nature of the grammar itself, but in the way, it is taught. As an educational body, we have been encouraged in our efforts to promote proper teaching and learning of language in general and grammar in particular (Rong & Noor, 2019). In this case, it is important for classroom language teachers to consider which grammar is the best approach for effective and efficient teaching, especially in the Indonesian context. In the context of communicative language teaching, language is no longer

seen as a mere cognitive mechanism, but above all, a language is a tool for social interaction (Widiastuti et al., 2020).

Traditional Grammar is a grammar that was discovered and developed in the Greek period (Derewianka & Jones, 2010). Although developed at that time TBT still has relevance to the development of grammar and language teaching. This is evident from history and development; it is known that Traditional Grammar has a role in curriculum development in Indonesia. This is reflected in the curriculum in 1958, 1964, and 1968. In this curriculum, language teaching in the classroom is dominated by teaching grammar or grammar. Although in the 1978 curriculum, language teaching has been influenced by structuralist schools where oral language teaching has begun to be considered, the main points of language teaching are still concerned and based on traditional grammar (Nwoko, 2020).

Language teaching in the 2013 Curriculum is more emphasized the reading aspect. This is motivated by the low reading comprehension ability of the text compared to other countries (Maba & Mantra, 2018). Although in a small portion, language skills apart from reading, are also taught. It's just that in this curriculum the portion of reading gets the most amount compared to other skills. However, the 2013 curriculum also discusses what language is and learning through language by presenting texts with various topics. Students can study biological, physical, social, and economic texts. Efforts to improve Indonesian language learning can be seen in the 2013 Curriculum revision in 2016 which was further developed into the Independent Curriculum (Mantra et al., 2019).

The development of language from time to time or from era to era, until today's era, namely the era of independent learning, of course, at least some traditional grammar rules have implications as the basis or foundation of language which is then adapted to the linguistic context (Derewianka & Jones, 2010). Traditional Grammar emphasizes the rules of truth that can form the basic foundation of students in improving their language skills and become the basis for describing the structure of language. So, with its traditional character, actually Traditional Grammar is still very relevant to be implemented in learning (Çiftci & Özcan, 2021).

Implementation of Traditional Grammar in the Era of Independent Learning

Implementation of Traditional Grammar teaching in the independent learning era can be implemented through the Problem Based Learning (PBL) learning model. PBL is one of the learning models that can help students to improve the skills needed in the era of independent learning as it is today (Hussin et al., 2018). PBL is also a learning model that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter (Widiastuti et al., 2022).

PBL is characterized by the use of real-life problems as something that students must learn. With the PBL model, students are expected to gain more skills than memorized knowledge. Starting from problem-solving skills, critical thinking skills, group work skills, interpersonal and communication skills, and information search and processing skills (Mantra et al., 2022). Based on this phenomenon, it can be concluded that there are three essential elements in the PBL process, namely the existence of a problem, student-centred learning, and learning in small groups. The following are the steps for implementing the PBL

model.

Learning Phase Teacher	Activities
Phase 1. Student orientation to problems	The teacher explains the learning objectives, explains the logistics (tools and materials) needed, proposes phenomena or demonstrations or stories to raise problems, and motivates students to engage in problem-solving activities.
Stage 2. Organizing students for learning	The teacher divides students into groups, and helps students define and organize learning tasks related to the problem.
Stage 3. Guiding individual and group investigations	The teacher encourages students to collect the required information, and carry out experiments and investigations to obtain explanations and problem-solving.
Stage 4. Develop and present the work	The teacher assists students in planning and preparing reports, documentation, or models, and helps them share assignments with their peers.

Stage 5. Analyzing and evaluating the problem- solving process	The teacher helps students to reflect or evaluate the process and results of the investigations they carry out.
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Operationally, PBL in teaching Traditional Grammar is carried out through the following steps.

Learning Phase Teacher	Activities
Phase 1. Student orientation to problems	A week before carrying out learning activities students are given the problems. In the early stages of learning, it begins with apperception using image media displayed by the teacher. In apperception, students are given the opportunity to convey their interpretation of the images displayed by the teacher. Take turns giving their responses to the picture.
Stage 2. Organizing students to learn	At this stage, the teacher organizes students to learn to solve the problems in the picture. Students

	are given the same opportunity to state their interpretation of the problem. In addition, students are asked to be able to actively convey solutions to these problems.
Stage 3. Guiding individual and group investigations	At this stage, the teacher guides students to investigate the causes of the problem. Students provide different solutions, such as avoiding burning trash in the land or forest, not throwing cigarette butts carelessly, and so on.
Stage 4. Develop and present the work	At this stage, students are asked to develop an idea that can be used in handling the forest fire. Students try to convey their work with guidance from the teacher. From the delivery, for example, found errors in pronunciation, sentence structure, grammar/grammar, and others. It is at this stage that TBT is taught to students. The teacher and students conduct an analysis related to

	the use of the language used, such as grammatical structures and grammatical rules (phonology, morphology, and syntax). Not only that, teachers and students alike learn how social and cultural changes can impact language, and how people use language to meet their communication needs.
Stage 5. Analyze and evaluate the problem-solving process	Students and teachers analyze and evaluate the errors that occur. In addition, the teacher facilitates students to provide feedback on the simulations that have been carried out. Feedback is given as a form of reflection on the learning activities that have been carried out, besides that students can find out their strengths and weaknesses in classroom learning.

From the description above, it can be seen that problem-based learning involves students actively. Students do not receive subject matter solely from the teacher, but try to explore and develop themselves. Thus, it is expected that students are more motivated in learning and know the meaning of what they learn. The learning outcomes obtained are not

only in the form of increasing critical thinking skills but also increasing students' knowledge of grammar/language structure.

In language learning, the problem-based learning model has some advantages such as (1) it can improve thinking skills critically, (2) it trains teamwork and social skills, (3) it encourages students to learn independently active, (4) it increases students' internal motivation in learning, and (5) it makes students become an independent learner. The problem-based learning model is perfect for helping students to become active learners because can position learning in a problem related to the real world and can shape students to become individuals who are responsible for their learning (Hussin et al., 2018). This model is constructive, active, cooperative and collaborative, independent, and also contextual. Conducting an appropriate learning model certainly develops students' competence in learning. (Mantra, 2019).

Problem-based learning (PBL) is part of a meaningful learning tradition based on experience. In PBL, students learn by solving problems and reflecting on their experiences. PBL is perfect for helping students become active learners because placing learning in real-world problems and holding students accountable for their learning. PBL is used as a trigger for the student learning process. Students will do an investigation independently to obtain information to solve the problem faced. The benefits of applying this model include increasing solving abilities for problems and students' critical thinking, improving the ability to work together in teams, encouraging students to become active learners, and developing independent learning abilities.

CONCLUSION

Traditional Grammar is very important as the basis of grammar teaching because it is very rich in basic fundamental rules for language teaching. Moreover, this study revealed that Traditional Grammar is still relevant to be echoed in language learning in this era of independent learning, of course with modifications in its application so that students are easier understand the content provided. This relevance has implications that can help students improve their language skills and abilities. Problem Based Learning (PBL) learning model is one model that can be used to contextualize Traditional Grammar. In its implementation, especially in the era of independent learning, Traditional Grammar can be used as a basis for improving students' linguistic competence.

This study suggests that linguists are expected to continue to conduct studies in the field of grammar to improve descriptions and actualize language development according to the needs of the times. Furthermore, language researchers should always be able to consider the role and position of Traditional Grammar in every process of language development and teaching in the future and Traditional Grammar can be used as a reference in related studies.

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