



(RESEARCH ARTICLE)



The use of different types of grammar translation approach on enhancing grade 7's English comprehension

Abegail Oriel Suerte *, Lyka Lorenzo Cambe, Charles Daniel San Andres Flores, Prince Satriani Baldemor Macahiya, Christian Uriel Layola Mendez and Jovelle Maglantay Reyes

College of Education, Laguna University, Santa Cruz, Laguna, Philippines.

International Journal of Science and Research Archive, 2024, 11(02), 658–661

Publication history: Received on 07 February 2024; revised on 15 March 2024; accepted on 18 March 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.11.2.0457>

Abstract

This research discusses a coherent method for determining the level of translation skills among 40 high school students at Masapang Integrated National High School before and after an intervention. The study focuses on the types of Grammar-Translation Approaches and the accuracy of English translations to the students. To gather data, researchers used an adapted questionnaire from DepEd, distributing the questionnaires in person before the intervention. Subsequently, an online questionnaire was distributed via Google Forms after the intervention.

The results revealed that there was a significant difference between the translation skills of the students before and after the intervention. Before the intervention, the mean level of translation skills of the students was 2.28 and interpreted verbally as intermediate. This means that most of the students have achieved a mean score that ranges from 2.00 to 3.00. After the intervention, the mean level of translation skills of the students was 3.97 and interpreted verbally as advanced. This means that most of the students from intermediate and beginner levels have made progress and achieved the advanced level. The results imply that the interventions significantly affected the translation skills of the students. Therefore, the research hypothesis was rejected based on the collected data.

This paper suggests that High School students must continue practicing and improving translation which will benefit them for future educational purposes. It also shows that learning translation skills enables the transfer of information, ideas, and cultural expressions from one language to another, fostering global understanding and collaboration.

Keywords: Grammar; Grammar-translation; Translation skills; Translation accuracy

1. Introduction

Grammar is multi-dimensional, has multiple meanings, and is ever-changing or growing. According to the Longman Dictionary of Contemporary English, grammar is "the study of the application of the rules by which words change their forms and are joined into sentences." It is usually believed to be a set of guidelines for selecting and arranging words in a meaningful way.

Grammar exists in all languages. If language were a building, words would be the bricks and mortar. The Grammar Translation Approach involves converting or translating sentences from one language into another, or vice versa. In this approach, the word serves as the unit of instruction, with the instructor translating every word, phrase, and sentence from English into the students' mother tongue. It emphasizes grammatical precision and explains grammatical rules, aiming for correct and accurate mastery of English. Through this method, students can enhance their intellectual development by transforming entire paragraphs, word for word. Essentially, studying any foreign language, including mental training and linguistic translation, aims to assist pupils in learning foreign literature in its original form. This

* Corresponding author: Abegail Oriel Suerte

article will cover the concept of the grammatical translation method, along with some of the approaches or tactics employed in translation.

The main objective of language instructors and researchers is to increase students' performance in learning English as a second language, particularly grammar; students' poor grammar levels indicate the existence of such a problem.

According to a preliminary discussion with English teachers at Masapang Integrated National High School, every session normally focuses on teaching the entire skill set. Learning grammar is one of the many skills that can be learned at any moment. Reading and writing abilities are the ones that are studied the most throughout an English session, but grammar is only marginally covered. Therefore, a certain strategy is required that can influence how English grammar is taught to students. One of the methods to improve the effectiveness of English instruction is to know how to teach grammar in a classroom setting.

In this study, the approach to teaching grammar in the process of learning English is described. The researchers believed that if the teacher is knowledgeable about the best methods, techniques, or approaches for teaching grammar and is also aware of the needs of the students, at the very least, the teacher will know how to address the issue of how to teach English grammar and make the class more enjoyable to attend. A knowledgeable and prepared teacher is beneficial to the entire class and will encourage students to be more attentive and active during each learning session.

2. Material and method

The researchers conducted the study at Masapang Integrated National High School. Initially, they explained to the respondents the importance of their participation and requested that they answer honestly and with knowledge. A quasi-experimental research design was employed to determine the role of the Grammar-Translation Approach and English Translation Accuracy among first-year high school students at Masapang Integrated National High School.

The researchers conducted the study at Masapang Integrated National High School, which is situated in Masapang Victoria, Laguna. The selection of Masapang Integrated National High School as the research locale was based on specific criteria: (1) the school is officially listed and operational for the academic year 2022 to 2023 within the province, and (2) it offers secondary education, particularly to first-year high school students.

The researchers utilized the Purposive Sampling Method to select respondents. Purposive sampling is a method that selects samples based on the judgment of the researchers. The target respondents were forty (40) first-year high school students from Masapang Integrated National High School, comprising twenty (20) males and twenty (20) females.

The researchers used pre-test and post-test to gather data on the improvement of the respondents and to analyze the effectiveness of the Grammar-Translation Approach. The researchers used and adapted a questionnaire from DepEd with the approval of the professor from the College of Education (CoEd). Once approved, the questionnaire was validated by Mr. Magnon Dionell, Master Teacher II, and Ms. Imelda Manalang, Teacher III of Masapang Integrated National High School. After the validation, the researchers distributed the questionnaires to the respondents. The researchers explained to the respondents the importance of their participation and encouraged them to answer truthfully. The researchers requested the respondents to answer the test with honesty and knowledge. The researchers then gathered the survey questionnaires immediately after the respondents were done answering. Once the data from the pre-test had been collected, the researchers compiled and analyzed the survey results. A few days after the intervention, the researchers conducted a post-test about the Grammar Translation Approach. The results were statistically treated, analyzed, and interpreted.

2.1. Research Instrument

The researchers used an adapted questionnaire from DepEd for the Pre-test and Post-test to identify the difference in the before- and- after study of the Grammar- Translation Approach. The total respondents were forty (40) respondents from first-year High School students at Masapang Integrated National High School. Within the frame, the researchers completed the data-gathering procedure for this study. The tests were the major instrument used in this study. The questionnaire made of 5 questions each approach with a total of 15 questions. The questionnaire was validated by Mr. Magnon Dionell, Master Teacher II, and Ms. Imelda Manalang, Teacher III of Masapang Integrated National High School.

3. Results and Discussion

Table 1 Mean Level of Translation Skill of the Students Before Intervention

Mean	Frequency	Relative Frequency	Verbal Interpretation
4.00 – 5.00	2	5%	Advance
2.00 – 3.00	36	90%	Intermediate
0.00 – 1.00	2	5%	Beginner
Total	40	100%	
Mean: 2.28 – Intermediate			

Legend: 4.00 – 5.00 Advance, 2.00 – 3.00 Intermediate, 0.00 – 1.00 Beginner

As shown in Table 1, among forty (40) grade 7 students, 36 of them, or 90% of the students, have achieved a mean score ranging from 2.00 to 3.00. This score range is interpreted verbally as "Intermediate." Conversely, the lowest frequency was observed in the score range of 4.00 – 5.00 and 0.00 - 1.00, with only two students falling within these ranges. These score ranges are verbally interpreted as "Intermediate" and "Advance," respectively.

The average mean of 2.28 with a standard deviation of 0.49 implies that the mean level of translation skill of the students before intervention on types of Grammar-Translation Approach and English translation accuracy was Intermediate.

Table 2 Mean Level of Translation Skill of the Students after the Intervention

Mean	Frequency	Relative Frequency	Verbal Interpretation
4.00 – 5.00	36	90%	Advance
2.00 – 3.00	4	10%	Intermediate
0.00 – 1.00	0	0%	Beginner
Total	40	100%	
Mean: 3.97 – Advance			

Legend: 4.00 – 5.00 Advance, 2.00 – 3.00 Intermediate, 0.00 – 1.00 Beginner

As shown in Table 2, among forty (40) grade 7 students, 36 of them, or 90% of the students, have achieved a mean score ranging from 4.00 to 5.00. This score range is interpreted verbally as "Advance." However, there were no students who fell within the mean score range of 0.00 to 1.00.

The average mean of 3.97 with a standard deviation of 0.41 implies that the mean level of translation skill of the students after intervention on types of Grammar-Translation Approach and English translation accuracy was "Advance."

Table 3 Significant Difference between the translation skills of the students before and after the intervention

Test	Mean	SD	Mean difference	Computed t-value	Critical t-value	Analysis
Pre-test	2.28	0.49	0.08	16.51	2.02	Significant
Post-test	3.97	0.41				

The results presented in Table 3 indicate that the pre-test has a mean of 2.28, while the post-test has a mean of 3.97. The difference between these means is 0.08. Furthermore, the calculated t-value of 16.51 is greater than the critical t-value of 2.02 regardless of the sign tested at a 95% level of significance. This implies that there is no significant difference between the pre-test and post-test results. Therefore, the hypothesis which states that there is no significant difference between the translation skills of the students before and after the intervention was rejected.

According to Enriquez (2021), millions of people who have successfully learned other languages with an impressive level of skill and, in many cases, even without contact with the native speakers of the target language, attest to the significant success of the Grammar-Translation Approach over a long period.

According to Langga and Alico (2020), translation is the process of transferring a text's exact meaning from the source language to the target language. This procedure is particularly challenging since, while they are not explicitly mentioned, social and ideological factors also have an impact on translation in addition to linguistic ability in the source and target languages. Translation is still regarded as successful in language training, despite widespread resistance. Translation, for example, can aid in better reading comprehension and enhance students' ability to speak both the source and the target languages.

4. Conclusion

Based on the findings of the study, the researchers have arrived at the following conclusions:

- Grade 7 students at Masapang Integrated National High School have limited knowledge about the various types of translation.
- 2.1 After the discussion, the majority of intermediate-level students have made progress and reached an advanced level, with no students remaining at a beginner level.
- There is a significant difference between the pre-test and post-test results. Therefore, the hypothesis which states that there is no significant difference between the translation skills of the students before and after the intervention was rejected.

Compliance with ethical standards

Acknowledgment

The researchers would like to extend their heartfelt gratitude to the following who shared their genuine and sincere concern and assistance in the completion of the study.

- **Dr. Rosemarie D. Sabado**, Dean of the College of Education, for her excellent leadership and immeasurable effort to sustain quality teacher education for the education students.
- **Mr. Christ Joseph Estrella**, for his guidance, corrections, and immense contributions to interpreting the data results of this study.
- To the **respondents**, for their enthusiastic cooperation and time spent responding to the survey questionnaires.

Disclosure of conflict of interest

The authors declare no conflicts of interest.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Enriquez, R. M. (2021). Revisiting Grammar Translation Method and Independent learning In Teaching Junior High School English For 21st-century Education In The New Normal. Retrieved May 29, 2023 from <https://www.studocu.com/ph/document/mindoro-state-college-of-agriculture-and-technology/bs-secondary-education/thesis-final-defense/26612790>
- [2] Langga, P. M.M. & Alico J.C. (2020). Students' Proficiency and Challenges in Filipino-to-English Translation: The Case of Filipino Senior High School Students in a Private Institution. *International Journal of Linguistics, Literature and Translation (IJLLT)*. Retrieved May 29, 2023 from <https://core.ac.uk/download/pdf/322600339.pdf>