

A Quasi-Experimental Study on the Use of Grammar Translation Method in Developing Reading Comprehension

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Abstract— This study aimed to investigate the effects of the grammar-translation method on students' reading comprehension. A quasi-experimental pretest-posttest group design was utilized, comparing the experimental group (which received the grammar-translation intervention) with the control group (which received traditional or lecture strategy). Class Proficiency and t-tests were employed as statistical approaches to assess the significance of the experimental and control groups. Both groups underwent pre-tests and post-tests, with the experimental group receiving the intervention. The results indicated that there was no significant difference in achievement levels between the pretest and posttest for the control group. However, there was a significant difference in the achievement levels between the pretest and posttest for the experimental group. Additionally, there was a significant difference in achievement levels between the post-tests of the experimental and control groups. These findings suggest that the grammar-translation method effectively enhances students' reading comprehension proficiency. Therefore, the study concludes that the use of the grammar-translation method is recommended as an intervention for improving reading comprehension skills.

Keywords— grammar-translation method, achievement level, quasi-experimental study.

I. INTRODUCTION

The English language has become a universal means of communication for people of all races. As a result, non-native English speakers worldwide include English in their curricula to become bilingual and reap the benefits of globalization in areas such as communication, career, business, education, and travel. However, a pressing issue arises for many English as a Second Language (ESL) students, as they often struggle to comprehend English texts despite being able to read them.

Moreover, the Grammar Translation Method (GTM) has long been a prominent approach in language education, particularly for teaching classical languages such as Latin and Ancient Greek. This traditional method emphasizes the translation of sentences between the target language and the native language, focusing heavily on grammatical rules and vocabulary memorization. Reading comprehension serves as a cornerstone in language learning with fluency and accuracy. However, determining the most effective teaching methodology to enhance reading comprehension remains a persistent challenge for educators. In this study, we delve into the potential of the Grammar Translation Method (GTM) and its ability to significantly improve reading comprehension skills.

The aforementioned problem observed among English as a Second Language (ESL) students globally specifically among high school students in various countries. For instance, Balfake (2009) highlighted that Yemeni students frequently revert to their mother tongue, Arabic, when responding to reading comprehension questions due to difficulties in understanding the meaning of the text. Similarly, Shebu (2015) addressed this issue in Albanian high schools, where students often complain of not comprehending texts and struggle to answer comprehensive questions.

With 80% of Filipino pupils failing to achieve the required level of reading competence, the Programme for International Student Assessment (PISA) Results 2018 showed that the Philippines performed worse than many participating countries and economies. Additionally, Cabardo (2015) pointed out that low reading comprehension skills were reflected in the nation's elementary and secondary students' low National Achievement Test scores.

Furthermore, the researcher's own classroom experience during the beginning of the S.Y 2022-2023, only one out of 38 students passed the comprehension test, scoring 14 in the range of 14-20 passing. Students frequently express their linguistic barriers and request translations of English reading materials into Filipino or Cebuano to better understand the content. Consequently, the use of

English as the language of instruction in the classroom fails to bring about significant improvements. When asked to provide comments or ideas based on a topic, students typically offer limited elaboration and struggle to expand on their ideas. As a result, these students find it challenging to comprehend passages intended for their grade level.

Therefore, the advocates of the GTM argue that it aids in developing a solid understanding of grammar rules and vocabulary, which can support learners in comprehending written texts. These findings have motivated the researcher to conduct a study on the effectiveness of the grammar-translation method in enhancing students' reading comprehension skills.

II. METHOD

A. Research Design

This study used quasi-experimental research design called the Pre-test- Post-test of Campbell and Stanley (1963). The research design was a two groups quasi-experimental pretest-posttest design wherein both groups were given pretests in the beginning and posttests at the end of every period under consideration (Padua, 2000). The data come from the results of the pretests and posttests before and after the series of treatment to the experimental group of the experiment period.

The treatment used in the study was the used of grammar- translation method as a learning approach in improving students' reading comprehension in teaching the Grade 7 Students of Olaycon Integrated School, which, the students' scores comparing to the pretest and posttest gauged the impact of the intervention on students' reading comprehension skills.

B. Research Locale

This study was conducted at Olaycon Integrated School, Olaycon, Monkayo Davao de Oro, Philippines.

The school is the first Integrated school in the province of Davao de Oro in the year 2014-2015. It is "The domicile of living legends and achievers", that remains steadfast in implementing quality education from Kindergarten to Grade 12.

C. Population and Sample

The subjects of the study were the 60 Grade 7 students identified under frustration level in reading comprehension based on the Phil-IRI conducted at the beginning of the School Year 2022- 2023. There were only two sections in the aforementioned Grade level. For

the research, these two sections were selected to serve as control and experimental groups namely Grade 7 Xenon and Grade 7 Helium. Thus, there were 30 students purposively selected to be the experimental group from the section Xenon, and 30 students purposively selected to be the control group from section Helium.

D. Research Instrument

The instrument used in gathering the data is the 20-item comprehension question adapted from the Phil-IRI (Philippine Informal Reading Inventory) 2018 for the pre-test and post-test. The researcher also developed a 10-session remedial instruction lessons using a grammar translation method which serves as the intervention program on reading comprehension during DEAR (Drop Everything and Read) Time. The pre-test and posttest instruments were validated by experts, tried out through a pilot testing before using it in the study. The reading session process adhered to provide an interesting instruction using the GTM (Grammar Translation Method) so that students understood, comprehended the text, and provided the right answers to the comprehension questions.

A Table of Specifications (TOS) was also prepared so that the items of the test can be distributed to the different comprehension skills. The questionnaire was a multiple-choice type of test with four choices for each item and consisting of 20 items with 35% literal questions, 30% inferential questions, and 35% critical questions. This test served as the pretests and posttests of the research study.

Prior to the study's execution, the test was given to 20 students in grade 10 from the SY 2022–2023 on March 17, 2023. The test was once more given to the same group of pupils two weeks later, on May 02, 2023. Spearman's rho calculation was used to determine the test's reliability.

The test's excellent correlation between the two delivered tests indicates its validity. The experts gave the questionnaire a content validity score of 4, which is considered to be extremely relevant, during the thesis proposal period.

E. Data Collection

The following were the data procedures that were employed in this study. Gathering Test Material. The researcher taught comprehension skills using Grammar Translation Method. Anchored on this, is the teacher's lesson plans, which served as guide in delivering lessons

on every session. A pre-test and posttest used is the instrument from the Phil-IRI Manual

Seeking Permission to Conduct the Study. The researcher wrote a letter of request and permission to the Office of the Schools Division Superintendent of Davao de Oro to allow her to conduct the study. After the approval, the researcher submitted the approved letter as well as the permission letter to the school principal. In like manner, the researcher informed the research subjects who were chosen for the quasi-experimental study. Furthermore, the researcher observed proper ethical standards on the conduct of the study and the names of the subjects were not indicated and any important matters were kept with utmost confidentiality. Then, proceeded to conduct the study.

Pilot Testing. A written permission was sought from the School Head of Olaycon Integrated School for the pilot testing of the validated pre-test and posttest material of reading comprehension test adopted from the Phil-IRI (Philippine Informal Reading Inventory) reading comprehension test. Recommendations and revisions were noted for the improvement.

Administration of the Instrument. Since the pre-test, the researcher gathered the students' performance in reading comprehension in terms of their frustration, instructional and independent level. Then, the researcher made reading comprehension lesson plans were employed during the conduct of intervention phase of the experimental group. After the administration of

lesson to 10 sessions, post-test was conducted with the same instrument used in pre-test.

F. Statistical Tools

To provide readable conclusions, the data were organized and collated. To have the results easily, the researcher used SPSS software to determine and compare the T- test results between pre-test and post-test of experimental and control group the study.

T-test- is a statistical test frequently employed in hypothesis testing to establish whether a procedure or treatment truly affects the population of interest or whether two groups differ from one another.

Kuder-Richardson Formula 20. This would be used to test the reliability of Research Instruments.

Mean and Class Proficiency. This was used to determine the competency level of the two groups according to their pretest and posttest result and sought to answer problems 1 and 2.

Rating Interpretation

The mean percentage scores of the students in each of the session will be interpreted as follows:

- 80%- 100% Independent
- 59%-79% Instructional
- 58%- Below Frustration

III. RESULTS

Competency Level of Pre-test Scores. Table 1 shows the Mean Comparison of Pre-test Scores of Control and Experimental Group.

Table 1: Mean Comparison of Pre-test Scores of Control and Experimental Group

Pre-test	No. of Students	Mean	Class Proficiency	Competency level
Group A (Control)	30	6.4	32%	Frustration
Group B (Experimental)	30	6.5	32.5%	Frustration

The data presented in the table show the result of a pre-test on reading comprehension, consisting 20 items for two groups- Group A (Control Group) and Group B (Experimental Group) - and their mean scores on a pre-test. There are 30 students in each group. The mean score for the Control Group is 6.4, while the mean score for the Experimental Group is 6.5. The difference in mean is only 0.1, which may not be statistically significant. Both groups have similar levels of proficiency on the pre-test. The data presented shows that the mean scores for both groups on a pre-test are

relatively similar, with the Experimental Group having a slightly higher mean score. It means both groups are comparable.

To interpret the competency level of students, it is calculated as the mean score divided by the HPS (Highest Possible Score) multiplied by 100%. For the Control Group, the class proficiency is 32, while for Experimental Group, it is 32.5. Based on these calculations, both groups have a similar level of competency in comprehension, with Experimental

Group showing a slightly higher level of proficiency than Control Group. However, both groups are under frustration level in reading comprehension. This imply

that language teachers need to apply methods as an intervention in improving the reading comprehension of the students.

Competency Level of posttest Scores. Table 2 shows the Mean Comparison of Posttest Scores of Control and Experimental Group.

Table 2: Mean Comparison of Posttest Scores of Control and Experimental Group

POSTTEST	No. of Students	Mean	Class Proficiency	Competency level
Group A (Control)	30	6.8	34%	Frustration
Group B (Experimental)	30	10.2	51%	Frustration

Based on the data above, we can see that there are two groups of students, Group A (Control) and Group B (Experimental), each with 30 students. The data provided shows the posttest results for both groups in terms of mean score and class proficiency. The mean of Control Group is 6.8, while the mean of Experimental Group is 10.2. This suggests that the Experimental Group performed better on the posttest than the Control Group. We also calculated the class proficiency for each group using the formula: Class proficiency = (mean/HPS) X 100%, where HPS is the highest possible score, which in this case is 20. For the Control Group, the class proficiency is 34%, while the Experimental Group, the class proficiency is 51%. The class proficiency values indicate that the Experimental Group has a higher competency level than Control Group. The data suggests that the experimental intervention had a

positive effect of the students' posttest scores and competency level compared to the control group. Although, the competency level of both groups is still on their frustration level, the result implies increase of class proficiency in the experimental group. While the control group which is the un-strategy group, increases very slight on the class proficiency. Furthermore, the result of the experimental group suggests that the use of grammar translation method has a great impact in improving students reading comprehension.

Test Results of the Hypothesis

Significant difference between the pretest and posttest scores of the control group. Table 3 shows the results of paired t-test of the students' pre-test and posttest in the control group.

Table 3: Pretest and Posttest of the Control Group

	Mean	t-value	p-value	Remarks
Pretest	6.4	-1.140	0.163	Not significant
Posttest	6.8			

Paired t-test was conducted to test if there is a significant difference in the pretest and posttest of control group mean pretest is 6.4 and mean posttest is 6.8, p-value is 0.163, not significant.

Based on the given data, the control group's pretest mean score was 6.4, and the posttest mean score was 6.8. the t-value, which measures the difference between the pretest and posttest means relative to the variability in the data, was -1.140.

The negative t-value indicates that the posttest mean was slightly higher than the pretest means, but this difference was not statistically significant. The p-value, which represents the probability of obtaining a t-value as

extreme or more extreme than the observed t-value if there were truly no difference between the pretest and posttest means, was 0.163. this p-value is above the conventional threshold of 0.05, which indicates that we cannot reject the null hypothesis that there is no significant difference between the pretest and posttest means in the control group. Therefore, the data suggests that the control group did not show a statistically significant improvement between their pretest and posttest scores. Significant difference between the pretest and posttest scores of the experimental group.

Table 4 shows the results of paired t-test of the students' pre-test and posttest in the control group.

Table 4: Pretest Posttest of Experimental Group

	Mean	t-value	p-value	Remarks
Pretest	6.5	-7.868	0.000	significant
Posttest	10.2			

Paired t-test was conducted to test if there is a significant difference in the pretest and posttest of Experimental group mean pretest is 6.5 and mean posttest is 10.2, p-value is 0.000 significant. The data provided compared the mean pretest and posttest scores of an experimental group. The pretest mean score was 6.5, while the posttest mean score as 10.2. the statistical analysis of the data shows a significant difference between the pretest and posttest scores. The t-value of -7.868 suggests a large difference between the pretest and posttest scores. This value indicates that the posttest scores were significantly higher than the pretest scores. The p-value of 0.000 indicates that the difference between the pretest and posttest scores is statistically significant. This means

that the probability of obtaining such a difference between pretest and posttest scores due to chance is extremely low. Thus, the experimental group showed a significant improvement in their scores between the pretest and posttest. The data suggests that the intervention or treatment administered which is the Grammar Translation Method, to the experimental group had a positive effect on their performance.

Significant difference between posttest scores of students in control and experimental group. Table 5 shows the results of independent t-test of the posttest of control group and experimental group.

Table 5: Posttest of Control and Experimental Group

Post-test	Mean	t-value	p-value	Remarks
Control	6.8	5.045	0.000	Significant
Experimental	10.2			

An independent t-test was conducted to test if there is significant difference in the Posttest of Control and Experimental group, mean posttest of control is 6.8 mean posttest of experimental group is 10.2 p-value is 0.000 which is less than .05, significant.

the Grammar Translation Method in improving students' comprehension

The table shows the results of a posttest conducted on a control group and an experimental group. The mean score for the control group is 6.8, while the mean score for the experimental group is 10.2. to determine if there is a significant difference between the two groups, a t-test was conducted. The t-value obtained is 5.045 and the p-value is 0.000. the p-value less than the commonly used threshold for statistical significance of 0.05, indicating that the difference between the two groups is statistically significant. This means that the difference between the means of the control and experimental group is unlikely to have occurred by chance alone. Therefore, based on the results, it can be concluded that the intervention applied to the experimental group had a significant effect on the posttest scores compared to control group. The experimental group performed significantly better than the control group in the post-test. This proves that there was a significant difference between the achievements of the students when using

IV. DISCUSSION

The competency level of the students in pretest scores. The average test results indicate that both groups are equivalent and have similar levels of comprehension ability. The mean score for the Experimental Group is 6.5, compared to 6.4 for the Control Group. The outcome shows that both groups' reading comprehension abilities are at the same level. These first-year students are performing poorly and finding it challenging to understand the text that has been assigned to them.

Based the data stated above, it can be said that reading is very important and necessary for students. According to Idris (2019), as the success of their studies is mostly dependent on their ability to read and comprehend. Poor reading ability increases the likelihood that a student would struggle to advance in their studies or even fail. On the other side, if they are competent readers, they will have a higher chance of either finishing their studies or reading English-language materials for jobs. Additionally, Philippine Star (2010) states that: "The

undeniable fact remains that majority of Filipino students do not possess the ability and motivation to read. Due to the fast-evolving world and changing technology, it cannot be denied that sometimes reading is taken for granted." People mostly obtain information through reading, allowing them to function in daily life. It is the foundational ability that every formal education is based on.

As a result, we need a method for enhancing comprehension and increasing reading skill at all educational levels. Thus, reading is a difficult, meaningless, and unproductive human activity without comprehension.

The competency level of the students in posttest scores. In terms of mean score and class proficiency, the Experimental Group outperformed the Control Group in the posttest by a large margin. The Experimental Group's mean is 10.2, compared to the Control Group's mean of 6.8. The outcome shows that after receiving instruction using the grammar-translation method, the experimental group's mean paced differently from the control group.

According to Samosa, et.al. (2021) reading is essential in the growth of a learner's progress toward the future. By doing reading students will learn many things and can understand everything related to language learning, especially English. Consequently, it's crucial to understand how to read well by applying a reading technique. Elmayantie (2015) also noted that the grammar-translation method is appropriate for the students to aid in text comprehension and vocabulary development.

Significant difference between the pretest and posttest scores of the control group. There was no significant difference between the achievements of the students in the control group as reflected on their pretest and posttest mean scores. The non-strategy group clearly denoted that there is improvement between their pretest and posttest scores. This could mean that if students with problems in reading comprehension cannot be addressed, students will stagnate on frustration level on their reading comprehension. Students at this point could create confusions in mind about the text in front of them. As a result, these students may answer incorrectly the comprehension questions given after the reading selection.

Shebu (2015) states that reading comprehension is a crucial component of second language acquisition.

Being a crucial component of language learning, it is obviously not a simple process. Students frequently whine that they don't grasp a text, which prevents them from providing thorough answers to the questions. Tomas, Villaros, and Galman (2021), states that in the Philippines, the majority of learners faced frustrations in reading comprehension. Thus, Dara (2019) also amplifies that in Cambodian High School, students have lack of language knowledge and motivation were mostly carried out English reading comprehension problems.

Significant difference between the pretest and posttest scores of the experimental group. There was a significant difference between the achievements of the students in the experimental group as reflected on their pretest and posttest mean scores. The pretest and posttest of Experimental group mean pretest is 6.5 and mean posttest is 10.2. Even though students did not make to leap from frustration to instructional level, the mean difference highlights improvements far from their status quo. With the 10-session intervention, students already show significant advancement.

According to Elmayantie (2015), the grammar-translation method is appropriate for students to use in order to increase vocabulary and aid in text comprehension. According to Kurniawan, Miftah, and Qamariah (2020), the Grammar Translation Method (GTM) has a substantial impact on students' reading motivation and understanding, and it is also useful for teaching reading comprehension.

Significant difference between posttest scores of students in control and experimental group. There was a significant difference between the achievements of the students in the control and experimental groups as reflected in their posttest mean scores. Therefore, it has been proven that using the grammar-translation method in improving students reading comprehension in English language is effective. It is easier for students to learn new vocabulary and comprehension when the target language is translated to their mother tongue. Harmer (2007) said that whatever the teachers teach and the students learn about the target language, they reflect the target language to their mother tongue and vice versa.

The grammar-translation approach is a crucial type of teaching style that teachers should adopt to teach English as a second language, claims Aqel (2013). Moreover, Domingo (2018) also supported that there is a positive Correlation between the usage of Grammar Translation Method to male and female students and

concluded that using Grammar Translation Method progressed notably in grammar in which students achieved great self-confidence.

V. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The data presented in the analysis provides information on the scores of two groups. The posttest scores showed a significant difference between the two groups, with the experimental group outperforming the control group. Therefore, the interference of the application of grammar translation method in improving reading comprehension was effective. Consequently, it showed that the ability of students' reading comprehension through grammar-translation method improved significantly. The group which relies on the discussion or the traditional method, shows a very small and insignificant progress.

Overall, the data suggests that the intervention had a positive impact on the performance of the experimental group, but not the control group. Students' scores on reading comprehension positively increased.

VI. RECOMMENDATION

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. The government needs to guarantee and prioritize students' literacy. Similar to this, schools should support teachers' efforts to provide interventions for students' problems to ensure the improvement on the students' performance on reading comprehension.
2. DepEd shall support teachers in evaluating and updating the materials and teaching methods they use to improve their students' reading comprehension skills by providing trainings and seminars. Additionally, it is advised that teachers assess and update the instructional strategies and resources they employ to enhance their students' reading comprehension abilities.
3. The interventional elements using grammar-translation method on experimental group significantly improve. Then, it is suggested to be considered in the teaching strategies and materials used with the control group.
4. It is recommended to ensure that the groups are comparable in future studies by selecting participants with similar characteristics and background.

5. In order to ensure that groups of students under intervention program on reading comprehension are dealt with appropriately, teachers must be supplied with the necessary materials and professional development opportunities regarding reading comprehension.
6. The data analysis and interpretation that were presented in the study were appropriate and gave important insights into how well the control and experimental groups performed. Therefore, it is recommended to use similar techniques and methods in future studies to ensure the positive results.

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