



THE EFFECT OF GRAMMAR TRANSLATION METHOD ON STUDENTS' WRITING SKILLS

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Abstract : *The purpose of this study is to look into how the Grammar Translation Method (GTM) affects students' writing abilities. The usefulness of GTM in improving writing abilities is still up for question, but it has been widely utilized in language training since it places an emphasis on sentence translation and the application of grammatical rules. A sample of students who were taught utilizing GTM was included in the quantitative study design. To gauge the extent to which students' writing abilities had improved, pre- and post-test evaluations were carried out with an emphasis on coherence, sentence structure, and grammar accuracy. The findings showed those students' writing abilities, especially in terms of sentence structure and grammatical precision, had significantly improved. Nonetheless, there was less of an impact on pupils' capacity to generate concepts and write creatively. According to the results, even though GTM can improve writing's technical elements, but other techniques might be required to encourage students' writing's originality and concept growth.*

Keywords : *Writing; Grammar Translation Method*

Abstrak : *Tujuan dari penelitian ini adalah untuk melihat bagaimana Metode Penerjemahan Tata Bahasa (GTM) memengaruhi kemampuan menulis siswa. Kegunaan GTM dalam meningkatkan kemampuan menulis masih dipertanyakan, tetapi telah banyak digunakan dalam pelatihan bahasa karena menekankan pada penerjemahan kalimat dan penerapan aturan tata bahasa. Sampel siswa yang diajarkan menggunakan GTM dimasukkan dalam desain penelitian kuantitatif. Untuk mengukur sejauh mana kemampuan menulis siswa telah meningkat, evaluasi pra-dan pasca-tes dilakukan dengan penekanan pada koherensi, struktur kalimat, dan akurasi tata bahasa. Temuan menunjukkan kemampuan menulis siswa tersebut, terutama dalam hal struktur kalimat dan ketepatan tata bahasa, telah meningkat secara signifikan. Meskipun demikian, dampaknya terhadap kapasitas siswa untuk menghasilkan konsep dan menulis secara kreatif tidak terlalu besar. Menurut hasil penelitian, meskipun GTM dapat meningkatkan elemen teknis penulisan, tetapi teknik lain mungkin diperlukan untuk mendorong orisinalitas tulisan siswa dan pertumbuhan konsep.*

Kata Kunci : *Menulis; Metode Penerjemah Grammar*

INTRODUCTION

One of the most difficult things for language learners to do is write, which is a basic language acquisition ability (Dörnyei, 2014; Guasti, 2017; Hummel, 2021; Myles, 2002;

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Tomasello, 2005). Writing well requires using grammatical structures, vocabulary, and linguistic standards in addition to having the ability to arrange thoughts clearly. As Mahmawati and Setiawan (2024) highlighted, structured guidance and practice-based learning models can significantly aid students in developing their writing proficiency. The Grammar Translation Method (GTM), one of the many approaches used in language training, is a conventional strategy that emphasizes rote memorization of vocabulary, translation across languages, and explicit teaching of grammatical rules. Many educational contexts have made extensive use of this approach, especially when teaching foreign languages. However, its application in writing instruction requires further exploration, particularly in relation to strategies that enhance students' engagement with texts (Novitaningrum, Imaniar, & Aulia, 2024). Additionally, finding a balance between explicit grammar instruction and opportunities for creative expression remains a key challenge in writing pedagogy.

Critics contend that while GTM places a strong emphasis on form and accuracy, it may overlook the development of critical thinking, creativity, and fluency – skills necessary for good writing. This concern aligns with research on the role of visual aids and multimedia tools in supporting students' comprehension and interpretation skills, which may not be emphasized in GTM (Yuswandari & Fitriyah, 2024). Despite these reservations, some studies indicate that GTM's explicit focus on grammar and sentence structure can help students write more clearly and grammatically. Additionally, the integration of literature and cultural elements in language instruction, as discussed by Nahidin and Faroid (2024), suggests that a more holistic approach to language learning may enhance both linguistic and cognitive skills. This aligns with Mahmawati et al. (2023), who emphasized the importance of integrating modern educational elements within traditional Islamic educational settings to support comprehensive student development, including language proficiency. Furthermore, Novitaningrum (2024) highlighted that effective writing instruction requires a combination of structural knowledge and communicative practice, reinforcing the idea that method selection must consider both accuracy and fluency goals.

Thus, it is critical to investigate whether GTM can improve certain writing skills, including grammar and sentence structure, or whether alternative methods can provide a more balanced strategy for writing skill development. However, the extent to which GTM supports long-term writing proficiency remains debatable, especially when compared to more interactive and dynamic teaching approaches. Understanding these differences can help educators refine their instructional strategies to better align with students' needs and learning objectives. In an era where communication is increasingly multimodal and context-driven, relying solely on rigid, form-focused instruction may limit learners' ability to adapt their writing for diverse audiences and purposes. Therefore, a nuanced evaluation of GTM's outcomes is necessary, not only to measure its effectiveness in technical accuracy but also to assess its role in nurturing flexible, confident, and autonomous writers capable of thriving in complex linguistic environments (Kapoor, 2025; Morgan, 2025)

Using a quasi-experimental methodology, this study aims to quantitatively investigate how GTM affects students' writing abilities. Given the growing interest in student-centered learning techniques, such as video-based discussions to enhance engagement and communication skills (Yusuf, 2024), this study also seeks to compare GTM's effectiveness with more communicative approaches. Specifically, it examines whether GTM significantly enhances students' grammar accuracy, sentence structure, and overall coherence by contrasting an experimental group that receives GTM-based instruction with a control group that follows a communicative approach. The results of this study could contribute to the ongoing discussion on effective language teaching strategies and offer insights into the

advantages and limitations of GTM in writing instruction. By analyzing students' progress through both qualitative and quantitative measures, this research aims to provide a well-rounded evaluation of GTM's impact. The findings may also help educators make more informed decisions about the most suitable teaching methods for developing students' writing proficiency.

METHOD

A quantitative quasi-experimental research approach is used in this study to examine how the Grammar Translation Method (GTM) affects students' writing abilities. Two groups are included in the study: a control group that is taught using a communicative language education approach, and an experimental group that is instructed using GTM. The goal is to compare how much these two groups have improved their writing abilities, paying particular attention to sentence structure, grammar correctness, and general coherence.

Participants

60 high school students, ages 15 to 17, who are learning English as a foreign language, are the study's participants. Based on their availability and desire to participate, the pupils were chosen. To guarantee a balanced distribution of students, they were randomized to either the experimental group (n=30) or the control group (n=30). A pre-test conducted before to the start of treatment revealed that the baseline writing abilities of both groups were identical.

Research Design

This study uses a pre-test/post-test control group structure and a quasi-experimental approach. The Grammar Translation Method, which stresses the explicit teaching of grammar rules, sentence translation activities, and vocabulary memorization, was used to instruct the experimental group. Conversely, the control group was taught using a communicative method, which emphasizes language use for practical purposes and promotes interaction and context-based learning.

Treatment

Both groups received three 45-minute sessions per week for the duration of the six-week treatment. In order to strengthen vocabulary and grammatical structures, the experimental group concentrated on memorizing exercises, translation exercises, and grammar exercises. To enhance their fluency and communicative ability, the control group, on the other hand, participated in communicative activities such role plays, conversations, and task-based exercises.

Data Collection

Writing assessments were used to gather data, evaluating students' writing skills both before and after class. The purpose of the tests was to assess:

- a. Grammar accuracy: the proper application of grammatical rules and structures in written communication.
- b. Sentence structure: The written response's use of complex, varied, and clear sentences.
- c. Coherence: The written text's logical arrangement and flow of ideas.

The researcher's rubric, which assigned numerical values to varying degrees of proficiency in the three domains (grammar accuracy, sentence construction, and coherence),

was used to grade the writing tests. At the beginning of the study, the pre-test was given, and at the conclusion of the treatment period, the post-test.

Data Analysis

Both descriptive and inferential statistics were used to analyze the data. The experimental and control groups' pre-test and post-test results were compiled using descriptive statistics. The pre-test and post-test scores within each group were compared using paired t-tests to see if there was a statistically significant difference between the groups. The experimental group's post-test results were compared to the control group's using an independent t-test. All statistical tests were conducted with a significance threshold of 0.05.

Ethical Considerations

Both the students and their parents gave their informed consent before to the study. Students were made aware that participation in the study was entirely optional and that they might leave at any moment without facing any repercussions. All information was kept private, and when results were reported, the identities of the pupils were obscured.

RESULT AND DISCUSSION

The results of the pre-test and post-test scores are shown in this section, along with a discussion of their implications and the data analysis's findings in relation to the research question: "What is the effect of the Grammar Translation Method (GTM) on students' writing skills?"

1. Result

The results of this study provide valuable insights into the impact of different teaching methods on students' writing performance. By analyzing both descriptive and inferential statistics, this section highlights the extent to which the Grammar Translation Method (GTM) and the communicative approach influenced students' writing proficiency.

Descriptive Statistics

Table 1 below summarizes the mean scores of the experimental and control groups on the pre-test and post-test.

Table 1. Descriptive Statistics the Experimental and Control Groups

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Difference (Post-Test - Pre-Test)
Experimental Group	45.20 (6.14)	67.85 (7.32)	+22.65
Control Group	46.05 (5.83)	54.10 (6.02)	+8.05

Note: SD = Standard Deviation

As shown in Table 1, both groups exhibited improvements in their writing scores from pre-test to post-test. The experimental group, which was taught using the Grammar Translation Method, had a significant improvement in writing skills, with a mean score increase of 22.65 points. In contrast, the control group, which was taught using a communicative approach, showed a more modest increase of 8.05 points.

Inferential Statistics

To determine if these differences were statistically significant, paired t-tests were conducted to compare the pre-test and post-test scores within each group, and an independent t-test was used to compare the post-test scores between the two groups.

- a. Experimental Group: The paired t-test results revealed a statistically significant difference between the pre-test and post-test scores in the experimental group ($t = 15.22, p < 0.05$).
- b. Control Group: Similarly, the paired t-test results for the control group showed a statistically significant difference between the pre-test and post-test scores ($t = 5.65, p < 0.05$).
- c. Comparison Between Groups: The independent t-test comparing the post-test scores of the experimental and control groups showed a statistically significant difference ($t = 8.94, p < 0.05$), indicating that the experimental group had a significantly higher mean post-test score than the control group.

These results suggest that both teaching methods led to improvements in students' writing skills, but the Grammar Translation Method (GTM) had a more substantial effect on the experimental group's writing performance.

2. Discussion

According to the study's findings, students' writing abilities were significantly improved by the Grammar Translation Method (GTM), especially in the areas of coherence, sentence structure, and grammar accuracy. Compared to the control group, which was instructed using a communicative method, the experimental group, which was taught using GTM, shown a more noticeable improvement in their writing abilities.

Grammar Accuracy and Sentence Structure

The primary objective of the Grammar Translation Method is to directly teach grammar rules, which most likely contributed to the experimental group's notable improvement in sentence structure and grammar correctness. Students in the experimental group were able to absorb these structures because GTM placed a high value on learning grammar rules and translating phrases, which enhanced the writing's grammatical accuracy and clarity. The improvement in sentence structure suggests that GTM's emphasis on syntax and grammar exercises may have helped students write more varied and cohesive phrases.

Coherence and Fluency

While the experimental group's technical writing skills significantly improved, their coherence and general writing fluency improved less. This result is consistent with other research that critiqued GTM for its scant attention to idea generation and creative expression. Although GTM might be useful for increasing grammatical accuracy, it might not adequately address fluency development or the capacity to properly structure and develop ideas in writing. This restriction was apparent in the experimental group's writing, which occasionally lacked the flow and inventiveness of the control group's work despite being technically acceptable.

Comparison with the Control Group

Even while the control group, which was taught using a communicative method, improved their writing, the gains were not as great as those of the experimental group. Fluency

and idea production may have improved as a result of the communicative approach, which places an emphasis on interaction and the use of language for practical purposes. However, compared to GTM, which is more focused on these technical features, its influence on sentence structure and grammar accuracy might not have been as great.

CONCLUSION

The study's findings indicate that the Grammar Translation Method (GTM) can greatly enhance students' writing abilities, especially with regard to sentence structure and grammar correctness. However, other writing skills like creativity, fluency, and coherence might not be fully developed by GTM's concentration on grammatical rules and translation assignments. According to the results, GTM can be useful for enhancing writing's technical elements, but in order to promote well-rounded writing abilities, it might need to be combined with more creative or expressive methods.

Additionally, examining the long-term effects of GTM on writing skills and its impact on other language skills would provide important insights into the method's overall effectiveness. Future research could also examine the combined use of GTM with other teaching methods that foster creativity and idea development, providing a more comprehensive approach to improving students' writing abilities.

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