
THE USE OF THE NON-TARGET LANGUAGE THROUGH GRAMMAR TRANSLATION METHOD TO IMPROVE STUDENTS' WRITING SKILLS IN ENGLISH

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ABSTRACT

This study aimed to determine the impact of non-target language as a tool to improve the English writing skills of Grade 10 students. Using quasi-experimental research design, there were 150 students involved in the study. They were enrolled in 10th Grade at different public and private schools in Davao City. The researchers developed a daily lesson plan using non target language as a teaching strategy for one quarter. The respondents took pretest prior to the class discussion and posttest after. The data were analyzed using the statistical data analysis tool. The results and findings from the 30-item pre-test revealed a very satisfactory resulting score. In comparison, the posttest scores received an interpretation of outstanding, indicating that students obtained high scores relative to their pretest results. This suggests that there is, in fact, a statistically significant difference between the pre- and post-test results, which confirms that the Grammar Translation Method, as a communicative tool, helped students in developing their writing skills in English.

Keywords: Grammar Translation Method, Quasi-Experimental, Posttest, Pretest.

I. INTRODUCTION

The ability to write effectively in English is a crucial skill for non-native speakers who want to succeed in various academic and professional settings. While there are many different methods for teaching English writing, the Grammar Translation Method (GTM) has been used for decades in many language classrooms worldwide. In recent years, there has been growing interest in using GTM to improve non-native students' writing skills, even in the context of teaching other languages. This study aims to investigate the effectiveness of using the Non-Target Language (NTL) through GTM to improve students' writing skills in English. The study will explore the potential benefits of this approach and compare it to other teaching methods to provide insights into the best practices for teaching English writing to non-native speakers.

In line with this, writing is an important macro skill that one must master and improve. There are various strategies and methods that educators can choose from when teaching this skill. But there is no specified method that will clearly tell and suggest the most effective way of teaching this skill. As stated in the study of Pongsukvajchakul (2021) in Thailand, it was emphasized there the importance of adopting effective language learning strategies for students' writing abilities. If the students can choose and adopt suitable language learning strategies, their writing skills will be enhanced. In the Philippines, this has been a problem in the teaching and learning process. The majority of the students cannot understand simple instruction since it is in English; thus, the implementation of mother tongue-based multilingual education in DepEd (DO 16, S. 2012) was made to address the issue. Learners must first understand the concept using the language that they understand. Also, writing allows for the orderly expression of concepts, ideas, and thoughts through written

words. Students get the opportunity to exercise critical thought through writing. This ability is essential for students as one of their communication tools and cannot be divorced from the process of language acquisition, allowing them to express their thoughts and feelings through writing (Nassi and Nasser, 2018; Salma, 2019).

According to Hammadi and Sidek (2015), writing is a professional approach for students to interact with teachers and their peers while participating in educational activities. Writing can support pupils' critical thinking and help them improve their social skills. However, writing has traditionally been regarded as a difficult subject to teach kids. According to Zheng in Sohli and Eginli (2020), learning to write in a second language is harder than learning other language abilities. Writing involves cognitive techniques and understanding of the target culture, which encourages teachers to educate students on various components. The writer through several writing procedures (Yuce and Atac, 2019) must produce a clear, informative, and understandable written expression. This skill entails the process of selecting and organizing the thoughts by taking into consideration a number of different factors, in addition to putting the words on the page, in order to discover ideas in the text. According to Widiawati and Cahyono (2006), teaching writing can help to strengthen grammar, reading, and vocabulary for use in communication. As a result, it is still difficult to conduct writing instruction for junior high school students in an EFL setting.

In addition, all subject areas view writing as crucial to learning, and it appears to be the least common and hardest to learn for non-native English speakers. Nonetheless, it can be difficult for EFL students enrolled in curricula to grasp and possess great writing skills. One of the most important literary components to master is coherence. When ideas and words are integrated and flow together naturally, coherence is produced. An essay's lack of consistency might make it difficult for readers to grasp its concepts and important arguments. Coherence makes it easy for the reader to transition from one topic to the next, from one sentence to the next, and from one paragraph to the next throughout the essay. According to Aguib and Bouaziz (2017), coherence has been a contentious topic because it has been defined variously and explored from various perspectives by various linguists and researchers. It is accomplished by flowing easily between concepts and sentences. An essay's lack of coherence might make it difficult for readers to understand its concepts and important arguments. Throughout the essay, coherence enables the reader to smoothly transition from one topic to the next, from one sentence to the next, and from one paragraph to the next.

Moreover, one of the crucial elements of academic writing that has been acknowledged as a fundamental quality of good writing is coherent devices. So, in a student-centered classroom, it is advisable for teachers to employ tools that are cutting-edge and improve the learner's communication ability. Students find it challenging to write in English as a foreign language. Grammar serves as the foundation for correctly and conveniently putting words together and arranging sentences based on English principles (Deepa & Gayathridevi, 2017). Further to that, effective concept organization can be used to create written compositions with significant word and grammar choices (Mauludin, 2018). For instance, when writing a paragraph, students should concentrate on the topic phrase because it communicates the paragraph's major concept. Supporting sentences for the main idea are typically written as extensive explanations or presentations that direct the reader to the writer's intended specific and significant information. Hence, when writing a paragraph, students should clearly convey their ideas and continuously record all their developed ideas using appropriate word choices, grammatical constructions, and punctuation. Cohesive devices are another element that students need to understand in order to compose an effective paragraph (Abu-Ayyash & McKenny, 2017).

Recently, researchers have given considerable attention to how EFL/ESL learners write and what problems they encounter in writing text. The most problematic issue comes up when EFL students have a variety of challenges when it comes to delivering a decent piece of writing, (Taplo, 2016). This texture is caused by the interaction of two components, which are called coherence and cohesion. To be a text, these minimal units of meaning should therefore be related cohesively and coherently (Rahmawati, 2015). The problem of cohesion may be a problem in writing proper sentences (Almutairi, 2017).

Another study was conducted by Khan and Mansor (2016) in Pakistan, students comprehend the targeted language better when it is taught in their native tongue. As they are able to communicate openly with their teachers and peers, students have a thorough understanding of the concept and meaning of vocabulary. This method is considered old and has been proven by numerous studies to be efficient for language learning. It may

limit speaking and listening comprehension, but it significantly enhances writing and reading skills. In addition, Singh and Maniam (2020) conducted a study in Malaysia and found that Malaysian students frequently refer to their L1 (Bahasa) to comprehend the rules in their L2 (English) (English). It was discovered that when students fully comprehend the grammar rules of their native language, they are able to comprehend the grammar rules of their second language with relative ease and able to complete the writing tasks. The L2 is taught by continuously reinforcing the L1, especially its technical aspects. They are most likely having positive grammatical response with their L2 by using their L1.

As a solution to this problem or issue, the researchers suggest using non-target language in the classroom to improve students' writing skills in English. This method involves the use of any language used in the locality to clearly and vividly explain every important detail of how to achieve cohesion and coherence in writing. Thus, the purpose of this study is to determine whether or not the use of non-target language in teaching writing skills in English will improve students' writing abilities. Lastly, English educators can benefit from this research; the result of this study will give them ideas on how to validly address the needs of the students to improve their writing skills using non-target language.

STATEMENT OF THE PROBLEM

This study was guided by the following statement of the problem.

1. What is the pre-test mean score in writing skills of Grade 10 students in terms of?
 - 1.1 Cohesive Devices
 - 1.2 Parallel Structure
 - 1.3 Coherence
2. What is the post-test mean score in writing skills of Grade 10 students in terms of?
 - 2.1 Cohesive Devices
 - 2.2 Parallel Structure
 - 2.3 Coherence
3. Is there a significant difference of the pretest and posttest mean score in writing skills of Grade 10 students?

HYPOTHESIS

H01. There is no significant difference of the pretest and posttest mean score in writing skills of Grade 10 students.

II. REVIEW OF RELATED LITERATURE

The Grammar Translation Method

Grammar Translation is the most traditional technique of language instruction used during 18th century to early 20th century, in which the target language is regularly translated into the native language. Some called this as Classical Method. This includes teaching students on grammar rules, concepts, and syntactical and morphological issues. Language teachers who make use of this method believed that it is the easiest way to explain words and phrases, and do not need complex skills in using this method. This technique is also used to teach dying languages. Many instructors avoid using this method for teaching the target language since it compromises the language learner's fluency. The Grammar Translation Method strives for precision in content learning. This reinforces language learners' comprehension of word meanings, language dynamics, grammar rules, and syntactical structure (Kaharuddin, 2018).

Seemingly, Gorski (2019) identified the benefits of using the Grammar Translation Method in teaching English, such as reduced teacher stress as teachers can easily explain the concept of the target language, which helps reduce language barriers on the students' part as they can freely express their ideas. Next, focus on grammar, sentence structure, and word meanings, as this method focuses on the application of the technicalities of the target language. In this way, depending on the context and the students involved, there are always pros and cons. The grammar translation method is seen as effective at certain points in the teaching and learning process, especially when the learners have little or no knowledge at all about the target language. Although it may not be effective or beneficial in the long run, it has been demonstrated that there are some benefits and advantages that teachers and students can obtain when teaching and learning the target language.

Moreover, in the case study conducted by Eisa (2020) in Saudi Arabia about the pros and cons of the Grammar Translation Method for EFL learners, he revealed that this method has advantages for both teachers and students, despite being considered as an old practice. It makes the teaching and learning process easier as the communication gets clearer, and the students are able to read the literature in the target language with the reinforcement of this method. Reading and writing skills are the ones to be developed using this method. Students' vocabulary and grammar are highlighted. More Advantages in Grammar Translation Method Hakim (2020) has pointed out that students have the opportunity to reach the maximum achievable level of language proficiency. Students are required to read classic works of literature, which enhances their mental and intellectual capacities. In addition to fostering the development of a variety of talents in students, literature also supports the acquisition of a variety of competencies. In order to produce a variety of phrases, students must know an extensive amount of vocabulary. Additionally, GTM assists students in developing their reading and writing skills in the target language. Despite the limitations of this method, many teachers still find it effective and helpful in teaching struggling language learners.

Similarly, Kim et al. (2017) discovered that many students in EMI lectures believed that through Korean-medium instruction they could enhance their English skills. It is cited in the paper of Lee et al. (2020) through Chang, S. (2011), which, for instance, examined CLT (Communicative Language Teaching) and GTM (Grammar Translation Method) to discover which method was more beneficial for grammar-studying Taiwanese students. Two classes were chosen for instruction using GTM and CLT. The study revealed that the GTM was significantly more successful than the CLT at boosting the confidence and motivation of grammar students. In addition, Durrani (2016) discovered that when asked to choose between GTM and CLT when studying grammar, students favored GTM.

Instructional Materials for Grammar Translation Method

Richards and Schmidt (2002) define the grammar translation method as "a methodology for teaching a foreign or second language in which translation and the study of grammar are the major teaching and learning activities." Hence, the classroom should use substantial teaching materials. Research shows that instructional materials help learners focus on the target language (Tomlinson, 2012). According to (Montoya & Hhoan, 2017), the absence of structured language courses with applicable tasks can impede learning growth. As a result, it is suggested that educational materials need to be motivating and engaging.

Textbooks are generally regarded as the most impactful text on the teaching and learning processes because they are typically the most noticeable components of a program (UNESCO, 2017). 2017 (UNESCO). Most of the time in a GTM classroom, literary texts written in the target language are used as teaching resources. Nonetheless, it is true that a textbook does not always satisfy all of the needs of language learners (Ur, 1996; Richards, 2003). Visual aids including images, flashcards, posters, tables, and charts should be used in the classroom in addition to textbooks and other written resources. According to Mayer (2009), visual tools are extremely important in helping education to make sense of, define, and explain the associated educational topic. It is reasonable to say that words and pictures must be supplied at the same time in order to create a relevant learning environment and provide an understandable input. Also, words and visual aids animate the classroom, offer variety and excitement to language training, as well as help to create the contexts that illuminate the meaning of utterances and help to provide some sort of information about life in the target foreign country (Lee & Coppen, 1971). (1971; Lee & Coppen). The second benefit of visual materials for language learning is that they give teachers more time for drills, exercises, explanations, and directions in the classroom (Abebe & Davidson, 2012). (2012) Abebe and Davidson.

To put it another way, technology in educational settings satisfies pupils' aural and visual senses (Shyamlee & Phil, 2012). (Phil & Shyamlee, 2012). It is undeniably true that using audio-visual materials helps people grasp both spoken and written language. The well-known Chinese saying, "A picture is worth a thousand words," which emphasizes the importance of a single piece of information in clarifying the meaning of something, should be cited in this context. To make grammar translation for students engaging and effective, it is crucial for foreign language teachers to use a range of teaching materials.

Assessment, Writing and Learning the Language

Learning is the focus of assessment. Assessment traditionally aims to discover and document what has been learnt; this explains the connection to classroom activities. The relationship between teachers and students in the classroom is mediated through assessment, which is a crucial component of teaching and learning activities in the classroom. To acquire information that can be utilized to change teaching and learning, teachers and students engage in assessment activities. This includes looking at what students have done and what the teacher has checked (homework, tests, essays, reports, practical procedures, and classroom discussion of issues). In addition, assessment is used to "choose, control, or motivate students, as well as to meet the public's expectations as to standards and responsibility" (Biggs, 2003; p.141). Hence, depending on how the data are used, assessments are classified as formative or summative (Dunn & Mulvenon, 2009). Formative assessment is a crucial part of the teaching and learning process because it gives teachers feedback while they are teaching, allowing them to assess the level of student learning. Additionally, it offers data on the efficiency of instruction that can be used to choose the best corrective action when called for.

Most language schools and institutions have focused on teaching writing as a language competence. Both receptive and productive language abilities are usually categorized. Receptive abilities are those that allow a person to receive language that has been produced by others. They comprise listening and reading. Conversely, effective abilities include speaking and writing. These are two crucial abilities that are a crucial part of the intricate process of communication (Hyland, 2003). The ability to write effectively calls for a high level of precision. Many language teachers feel that writing is in many ways the most difficult language ability to learn in compared to other language capabilities (Hyland, 2003). As a result, it is the hardest language talent to learn and even to test. It goes without saying that developing practical and effective language abilities in students is a difficult endeavor if the language teacher is inexperienced and does not offer enough practice (Kroll, 1990). The task of the language teacher is considerably more challenging when it comes to writing. Teaching writing needs the use of structured lessons, real-world situations, and meaningful projects (Swales & Feak, 1994).

Assessing student achievement, according to Popham (2009), is one of the primary responsibilities of a modern educator. The teacher can improve the teaching-learning process by making correct and well-founded decisions by being proficient in educational evaluation. According to Stiggins (1995), a teacher must understand what is being evaluated, why it is being evaluated, the best way to assess the skill or knowledge in question, how to produce strong examples of student performance, what could go wrong during the assessment process, and how to get around these challenges when evaluating. The teacher must be familiar with the fundamental ideas that underlie evaluative practices, including terminology, the development and application of methodologies and assessment techniques in a particular area, as well as the alternatives to the traditional methods of measuring student learning, according to Paterno (2001) and Mertler (2004).

Despite the growing interest in assessment for learning in language classrooms, there is still little research on teachers' use of formative assessment in these settings (Leung & Mohan, 2004). In order to promote language education research, Hill and McNamara (2012), Turner, and Purpura (2016) have created ways for categorizing crucial components of feedback and evaluation systems, which may provide clearer explanations of what they entail. By using such methodical techniques to description, it should be easier to understand how practices differ from one another and how they could influence learning results. Also, they would offer help to practitioners who wished to use comparable strategies or modify evaluation frameworks for use in various contexts. Experience in general education indicates that for assessment for learning to be implemented successfully, teacher development and beliefs are crucial. Work will be required to determine how assessment for learning may be implemented under various social and cultural circumstances and whether the good effects are transferable to different environments. Also, it has been suggested that teacher training programs should better incorporate assessment-related topics so that future teachers have stronger role models for practice than they did as students. This has prompted suggestions for enhanced training programs to increase language teachers' assessment literacy.

Prior Research

The development of writing abilities has been the subject of numerous studies throughout the years because it is currently a key concern. Siregar (2019) carried out a study, which had the objective of investigating the

significant effect of applying Grammar Translation Method on students' achievement in writing. The research was conducted on grade 8 students from SMP Muhammadiyah 47 Sunggal in Indonesia during the academic year 2019-2020. The study population consisted of 63 pupils from the school's three eighth grade classrooms, VIII-1, VIII-2, and VIII-3. Written exams collected data for the researcher. The pre-test tested students' writing skills, while the post-test assessed the Grammar Translation Method's effects. Eighth-grade curriculum was tested. Studying the instructor's textbook. The Applied Grammar Translation Approach outperformed other approaches in both courses' post-tests. Grammar Translation Improves Writing. Grammar Translation Method students outperformed. 87% were significant. $12.92 > 2.021$. Applied Grammar Translation Method pupils wrote exceptionally well.

Ayu and Santoso have similar Grammar Translation Method findings (2022). This 2019–2020 study explored how the Grammar Translation Method can improve eleventh-grade descriptive writing at SMK Yapalis Krian. Research began. Pre-experimental approaches were considered. The researcher collected descriptive text data. This investigation demonstrated that the implementation of a grammar-translation technique is effective. Therapy improved pre-test to post-test mean difference. 60.85 pre-test, 74.63 post-test. So, the grammar translation strategy may be a writing education alternative.

During the 2016–2017 school year in Ecuador, Ati Ati (2017) discovered that inadequate use of the Grammar Translation method hinders the writing abilities of eleventh-grade students in class "A." The study aimed to observe, analyze, identify, and discover why students do not receive a correct grammatical translation in the English language course. It investigated theories through observation. Employing a tally sheet, students provided input on grammar translation difficulties. Ethnographic research was used. As a result, the grammar-translation method required students to generate paragraphs or texts using a range of translation methodologies and techniques. Grammar translation approach facilitates language comprehension and composition.

Suseno (2021) also drew attention to the intriguing topic of identifying grammatical patterns in online short stories through the grammar translation method. Memorizing study structure patterns can be taxing and unsuccessful. Learners typically attempt to modify it in conversation and writing, but their efforts are sometimes unsuccessful. Grammar-translation strategies can aid students in understanding how to organize patterns and lessen misunderstanding. Students can recall grammar patterns with short stories. The study recommended online short stories to encourage reading as a supplement to the observation. Hence, comprehending grammar pattern through the grammar-translation approach and identifying grammatical patterns with online short stories would improve students' spoken and written grammar. The study indicated that online short stories can assist pupils comprehend language patterns. Students observe the grammar of the text. They can apply grammar to the text. GTM can enhance grammar. Utilizing their own language aids their comprehension of correct grammatical usage. They can learn grammar from short stories. Teachers to instruct grammar can utilize this method. In addition, it encourages other researchers to develop it for future studies.

According to Dégi (2016), nowadays, it is a natural trend that children learn three or even more languages at school. Multilingual education is gradually becoming more and more popular in order to help and encourage multilingualism and multilingual development, either by introducing a foreign language – in most cases English. Thus, it is really a need to use non-target language in teaching macro skills in English.

Moreover, in the same study, it was emphasized and found out that the use of other languages is primarily limited to translations made during reading exercises to aid in the comprehension of a specific target language text. Only one teacher claimed to intentionally contrast and draw parallels between various languages to increase students' awareness and speed up their language acquisition. This simply means that for the students to get the gist of the lessons, there are times that the teacher must somehow switch to their known language or the use of non-target language to teach that specific skill effectively in English.

Horaira & Devi (2021) conducted a study to research about the use of mother tongue in education. It was mentioned in this study that UNESCO promotes best practices in bilingual and multilingual education as well as mother tongue instruction through its normative frameworks for language policy and education. To incorporate multilingual education into curricula and educational systems, it collaborates with Member States. In Djibouti, Gabon, Guinea, Haiti, and Kenya, mother language-based education has recently been successfully

promoted. Therefore, it is really evident that the use of non-target language can help so that the target skill will be grasped by the learners.

Considering the findings of their research, they stated in the same paper that mother-tongue education is crucial for inclusive and high-quality education. In addition, it improves academic results and performance. This is crucial for eliminating knowledge gaps in primary education and accelerating learning and comprehension. Hence, mother-tongue-based multilingual education enables all students to actively participate in society. It fosters mutual respect and understanding among persons and aids to the preservation of the rich cultural and historical history present in all languages now spoken. Furthermore, Alshayban & Alghammas (2020) in the results of their studies, emphasized that the use of L1 (non-target language or mother tongue) can bridge the gap to the learning of the L2. In other words, it can be the key so that the students can learn and acquire the knowledge given by the teachers in the classroom. Their study also suggests that administrators and teachers at educational institutes should introduce positive reinforcements to encourage students to use English during classes. These study shows and proves that the use of non-target language to teach the macro skills in English specifically writing is effective and helpful, so that learning will become possible in the classroom.

III. METHODOLOGY

3.1 Respondents

This research was conducted in selected private and public schools in Davao City. The sample was consisted of 150 10th grade students. The specified students answered a pre- and post- test questionnaire that assessed their English writing skills.

3.2 Procedures

This study employed quasi-experimental single group design. This design was used to determine whether the utilization of non-target language or Grammar Translation Method in language teaching is effectively helping students to enhance their writing skills in English. The Grammar Translation Method strives for precision in content learning. This reinforces language learners' comprehension of word meanings, language dynamics, grammar rules, and syntactical structure (Kaharuddin, 2018).

According to Thomas (2020), the relationship of variables can be identified using quasi-experimental design. The pretest/posttest questionnaire were used and had the same content. This was administered before and after the experimental period. The aim of this study was to determine the efficacy of the Grammar Translation Method as a communicative tool for teaching writing skills in English to students in Grade 10. The experiment covered one quarter. English teachers utilized non-target languages in explaining and discussing the lessons. Instructions and activities during the intervention period were given in the first language. Every week, specific indicators for teaching writing skills were discussed using the language teaching method mentioned. To adhere to the study's ethical considerations, the researchers seek the students' consent to use the data and guarantee that their identities would be concealed. In addition, students were informed that the data will not influence their grades or school performance, as it is collected solely for research purposes. The two test scores were compared, and the impact of the chosen language-teaching strategy was evaluated.

IV. MODELING AND ANALYSIS

The data gathered were summarized, analyzed, and interpreted. The results of the analysis were used to compare and contrast the scores of the respondents. The mean score was used to determine whether there was a significant difference between the pretest and posttest mean scores in the writing skills of Grade 10 students.

Table 1. Difference of Pre-test and Post test Result

	N	Mean	SD	t-stat	df	p-value	Decision @ 0.05 level
Pretest	150	17.60	3.28	34.02	149	0.00	Reject Ho
Post-test	150	24.45	3.08				

V. RESULTS AND DISCUSSION

This section presents and analyzes the findings obtained in this study related to the activities, strategies, materials, types of feedback and the percentage of language used in the classrooms which are considered when using the grammar translation language teaching approach.

Table 2. Pre-test Mean Score in Writing Skills of Grade 10 students

Variable	Test Score	Mean	Description
Cohesive Devices	15	7.93	Satisfactory
Parallel Structure	5	2.89	Satisfactory
Coherence Test 1	5	3.45	Very Satisfactory
Coherence Test 2	5	3.35	Satisfactory
Total	30	17.60	Very Satisfactory

Presented in Table 2 is the pre-test score in writing skills of Grade 10 students in terms of cohesive devices, coherence, and parallel structure. There were 150 Grade 10 respondents in selected Public and Private schools who contributed to the result of this test. It reveals that Coherence Test 1 obtained the highest mean value among the 4 variables (3.45) with the Likert-Scale Description of Very Satisfactory. Similarly, the overall mean is (17.60) with Very Satisfactory Description.

This indicates that the writing skills of respondents taught using the Grammar Translation Method are effective. It is based on Alshayban and Alghammas's (2020) research, which demonstrated that the use of L1 (a non-target language or mother tongue) can facilitate the acquisition of L2. Singh and Maniam further support the conclusion. In the Malaysian study, it was highlighted that students frequently used their L1 to comprehend the English rules in their L2. In other words, students fully comprehend the grammatical rules of their native language and are able to comprehend the grammatical rules of their second language, as well as complete written assignments and comprehend classroom discussions. Hence, the L2 is taught by continuously reinforcing the L1, especially its technical features.

Hence, children are likely to respond positively, which would aid in the development of their writing skills. In contrast, the pre-test variable for cohesive devices has a mean value of 7.93, a coherence test 2 value of 3.35, and a parallel structure value of 3.35. (2.89). They both have satisfactory descriptions. Nonetheless, the parallel structure exam yielded the lowest score compared to the other available tests. Hence, the implementation of writing instruction for pupils in grades 10 in an EFL context remains difficult. It is difficult yet commendable and may be enhanced. According to Popham (2009), assessing student accomplishment is one of the key responsibilities of a contemporary educator. Hence, the study by Horaira and Devi (2021) supports the use of mother tongue in education, as it is obvious that the usage of a non-target language can help learners acquire the target ability.

Table 3. Post-test Mean Score in Writing Skills of Grade 10 students

Variable	Total Score	Mean	Description
Cohesive Devices	15	11.92	Very Satisfactory
Parallel Structure	5	3.92	Very Satisfactory
Coherence Test 1	5	4.27	Outstanding
Coherence Test 2	5	4.29	Outstanding
Total	30	24.45	Outstanding

The table 3 shows the result of posttest in English writing skills of Grade 10 students, which described as outstanding. The population of this research was 150 grade 10 students in private schools. There were three variables namely cohesive devices, parallel structure, and coherence, in English writing skills that were assessed before and after the topic discussion using the Grammar Translation Method. Highest and lowest variables mean were identified with descriptive interpretation using statistical data tool.

The results show that the variable 2.3b, which is the coherence, has the highest mean of 4.29 out of 5 total score with a descriptive interpretation of outstanding. This means that the majority of the students got highest scores

in the coherence test type 1. This finding is corroborated by Siregar's (2019) analysis, which intended to determine whether the Grammar Translation Method has a substantial effect on the writing performance of students. In Indonesia, eighth graders from SMP Muhammadiyah 47 Sunggal participated in the study during the 2019-2020 school year. This school had three classes including a total of 63 students (VIII-1, VIII-2, and VIII-3), hence the overall population for this study was 63 people. The post-test results from both classrooms indicate that students taught with the Applied Grammar Translation Method did better than those taught without a strategy. The Grammar Translation Method has a substantial effect on writing skill. It indicates that pupils taught with the Grammar Translation Method did better than those who were not. Eighty-seven percent of the effects were statistically significant. The t-test (12.92) and t-table (2.021) supported this conclusion (t-test > t-table, 12.92 > 2.021). This indicates that the students' Writing Achievement using the Applied Grammar Translation Method was exceptional. In addition, Ayu and Santoso (2022) obtained the same conclusion using the Grammar Translation Method in their investigation. The purpose of this study was to determine whether the Grammar Translation Method can be used to enhance students' descriptive writing skills at SMK Yapalis Krian during the 2019-2020 academic year. In this study, preliminary research was conducted. Assessing and addressing the pre-experimental research processes. The researcher conducted a descriptive text-based writing test to obtain data. The findings of this study indicated that the grammar translation method is effective. The improvement mean difference between pre-treatment and post-treatment demonstrated this. The average score on the pre-test was 60.85, and the average score on the post-test was 74.63. So, it is possible to recommend that the grammar translation strategy could be utilized as an alternate instructional method, particularly for enhancing writing skills. The Grammar Translation Technique stresses precision in content acquisition. This improves language learners' understanding of word meanings, language dynamics, grammar rules, and syntactic structure (Kaharuddin, 2018).

Meanwhile, the variable 2.3a, which is the parallel structure, has the lowest mean of 3.92 out of 5 total score with a descriptive interpretation of very satisfactory. This means that among all the variables tested majority of the students got the lowest score in parallel structure test type. This indicator in English writing skills of grade 10 students was the most challenging for them compared to other indicators; however, it is still commendable.

Further, in a second study conducted in Ecuador, Ati Ati (2017) found that the inadequacy of the Grammar Translation method had a negative effect on the writing skills of class "A" eleventh-graders during the 2016-2017 school year. The objective of the study was to observe, evaluate, identify, and determine why students in the English language course do not acquire a correct grammatical translation. It was exploratory in nature and using the observation method to explain current notions. A tally sheet was used to collect data from the students in order to determine the difficulties they have when employing the grammar translation strategy. The employed qualitative method was ethnographic because it facilitated a natural investigation. As a result, the grammar translation method benefited students in generating paragraphs or texts that included numerous translation strategies and techniques. Conclusion: the grammar translation approach is essential because it promotes language comprehension and the growth of writing skills. Similarly, Kim et al. (2017) discovered that many EMI students believed that Korean-medium training would increase their English competence. Chang, S. Chang is cited in Lee et al(2020) .'s study. (2011), which compared CLT (Communicative Language Teaching) with GTM (Grammar Translation Method) to see whether technique was more useful for Taiwanese grammar students. Two classes were chosen to receive GTM and CLT instruction. The study found that the GTM greatly outperformed the CLT in enhancing the confidence and motivation of grammar students. In addition, Durrani (2016) discovered that when offered the choice between GTM and CLT when studying grammar, students opted for GTM. The majority of language schools and organizations have made writing instruction a priority. Often, both receptive and productive language skills are categorized. The receptive talents of a person allow him or her to comprehend the language made by others. They consist of listening and reading. Successful abilities, in contrast, include oral and written communication. These two abilities are vital to the intricate process of communication (Hyland, 2003).

Overall, the Table 2 has a mean average of 24.45 out of 30 overall total score with a descriptive interpretation of outstanding, which means that employing the Grammar Translation Method in improving the writing skills in English of grade 10 students was effective. The results show that majority of the student respondents got

higher scores and passed the posttest. Horaira and Devi undertook a study on the usage of mother tongue in education in 2021. According to this report, UNESCO promotes best practices in bilingual and multilingual education as well as mother tongue instruction through its normative frameworks for language policy and education. To incorporate multilingual education into curricula and educational systems, it collaborates with Member States. Recently, mother language-based education has been promoted effectively in Djibouti, Gabon, Guinea, Haiti, and Kenya. Therefore, it is evident that the use of non-target language may facilitate the acquisition of the target skill by learners. In addition, Siregar (2019) undertook a study with the finding that students who were taught with the Applied Grammar Translation Method fared better on post-tests than students who were taught without any approach. Effect of Applying Grammar Translation Method had a great effect on writing talents. This demonstrates that students taught using the Grammar Translation Method outperformed those who were not. 87% of effects were deemed significant. The result of the t-test was 12.92, while the t-table was 2.021 (t-test > t-table, 12.92 > 2.021). It is argued that effective writing requires a high level of precision. Many language instructors believe that writing is the most difficult language skill to master compared to other language skills (Hyland, 2003). (Hyland, 2003).

Table 4. Difference of Pre-test and Post test Result

	N	Mean	SD	t-stat	df	p-value	Decision @ 0.05 level
Pretest	150	17.60	3.28	34.02	149	0.00	Reject Ho
Post-test	150	24.45	3.08				

Table 4 shows the significant difference between the pretest and posttest mean scores in writing skills of Grade 10 students. There are 150 respondents who answered the pre-test and post-test with the same content. The results show (pre-test mean: 17.60; post-test mean: 24.45) that teaching using the grammar translation method was indeed effective, so that the students can understand the concept better when it is translated. Teaching writing in English using a non-target language can really help so that the students can grasp the intended competencies. According to prior research conducted in Pakistan by Khan and Mansor (2016), pupils comprehend the target language better when it is taught in their mother tongue. Students have an in-depth comprehension of the notion and meaning of language since they can speak freely with their professors and peers. This simply confirms, based on the results (Pre-test SD: 3.28, Post-test SD: 3.08), that the grammar translation approach aids pupils in understanding the subject. Therefore, they received higher scores on the post-test than on the pre-test. Moreover, it is obvious that this strategy can be of tremendous assistance to teachers in ensuring that pupils comprehend the lesson's core concepts.

VI. CONCLUSION

Based on the findings of this study, it can be concluded that the Grammar Translation Method (GTM) is an effective teaching strategy for improving the writing skills of Grade 10 students. The significant difference between the pretest and posttest mean scores indicates that exposure to GTM has a positive impact on students' writing ability. These results suggest that teachers and educators can consider incorporating GTM into their English language teaching curriculum to enhance students' writing skills. However, it is important to note that this study only focused on Grade 10 students, and further research is needed to determine the effectiveness of GTM on other age groups and in different contexts. Additionally, it would be beneficial to compare GTM with other teaching strategies to identify the most effective approach for teaching writing skills to non-native English speakers. Therefore, it is recommended that future research should explore the potential benefits and limitations of GTM as a teaching strategy in more detail. Further investigation can also examine the optimal frequency, duration, and intensity of GTM exposure for students to maximize its effectiveness. Ultimately, by continuing to refine and improve teaching strategies like GTM, educators can better support their students' language learning and development.

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