

# Grammar-Translation Method in Enhancing the Comprehensive Writing Skills of English As Second Language Students

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## Abstract:

This study investigated the effectiveness of the Grammar-Translation Method (GTM) in enhancing the comprehensive writing skills of forty-six (46) Grade 9 English as Second Language (ESL) students at Bernardo Lirio Memorial National High School during the SY 2024-2025. The research employed a pre-test and post-test experimental design to evaluate the impact of GTM on students' writing skills across four components: spelling, writing and composition, grammar awareness and structure, and vocabulary development.

Initially, students demonstrated emerging to developing proficiency in all writing components in the pre-test. Following the administration of the Grammar Translation Method through repetitive writing activities and a structured approach that involved translating from Filipino (L1) to English (L2), significant improvements were observed. Post-test results showed substantial gains, with all components reaching an "Excellent" proficiency level. For instance, writing and composition improved from a mean of 2.02 (Emerging) to 4.60 (Excellent), and spelling from 2.57 (Developing) to 4.69 (Excellent). Statistical analysis confirmed a significant difference between pre-test and post-test scores ( $p < .001$ ) across all measured variables, indicating the GTM's transformative role in improving written communication skills. The findings suggest that GTM, despite being a traditional approach, is effective in developing foundational writing skills and fostering deep linguistic competence in ESL learners.

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**Keywords:** grammar, grammar-translation method, writing skills, ESL

## 1. Introduction

Writing is a vital skill in second language acquisition, yet it remains one of the most difficult to master. In the Philippines, learners often exhibit poor grammar, spelling, and organization in English writing, despite efforts by educators. Studies indicate that traditional approaches to writing instruction often fall short. This research explored whether the Grammar-Translation Method (GTM), a structured and rule-based strategy, could help students improve their comprehensive writing skills. Effective learning depends on the growth of reading and writing abilities, and learning gaps are frequently caused by inadequacies in these domains. As the then DepEd Secretary Luistro (2012) argued, learning roots from these basic skills where the skill deficit must be addressed by such pedagogical interventions. Thus, it is recommended to take a proactive stance in managing possible learning issues, starting with a strong reading and writing curriculum in schools.

In addition, a study in 2008 stated that the term "comprehensive writing" refers to a wide range of characteristics, including proper syntax, spelling, punctuation, sentence structure, paragraph etiquette, etc. One fundamental comprehensive writing talent is creating a sentence that is both acceptable and detailed. To put it briefly, comprehensive writing encompasses elements such as: Understanding proper grammatical usage, recognizing when punctuation should be used, appropriately structuring phrases, analyzing a pertinent point of view and tense, and correctly capitalizing words. Furthermore, Teachers frequently employ techniques like description and demonstration to improve accurate or correct responses during the early stages of skill development. However, mastery of writing skills necessitates that students develop these skills to the point where they are functional, so once students are responding accurately, procedures should be put in place that enable them to (a) maintain their accuracy, (b) respond more fluently or efficiently, and (c) respond appropriately across tasks.

Moreover, In the Philippines, English language curricula are taught in schools and universities containing reasonable material that focuses on teaching grammar. Unfortunately, due to the considerable lack of adequate teaching methodology, students' achievement in grammar always indicates a low level despite the great efforts provided by the teachers but the progress is still not satisfying. This situation requires any good contribution to solve this obvious problem.

## 2. Literature Review

Writing is thought to be the most difficult macro skill to teach and acquire, according to Gepila Jr. (2018). It is quite difficult because teaching a toddler to swim is identical to this. A youngster must be exposed to a variety of swimming activities in order to learn how to swim. It is necessary to consider a number of theories, concepts, and behaviors as a result. Similarly, a youngster has to be exposed to a variety of writing-related activities in order to successfully learn how to write. It is imperative that educators teaching writing recognize the cultural, literary, and personal context in which their students are learning. The two official languages of the

Philippines, as established by its establishment, are English and Filipino.

According to Hoque (2017) grammar rules are unconsciously learned as learners pick up language through a subconscious process. This occurs particularly when they pick up their native tongue. They gain an understanding of what is and is not right by repeating back what is stated to them. A natural communication source, such as their mother, father, or caregiver, is necessary for them to learn a language. The acquisition of language, however, comes from explicit instruction in linguistic principles. Learning a language requires that students have conscious awareness of the target language and be able to converse in it, hence it is not a developmentally appropriate activity for very young children. They typically know the fundamentals of grammar.

The hardest part of learning a second language is writing. Kellogg (2001) argues that writing is a cognitive process that tests memory, thinking ability, and verbal command to successfully express ideas. This is because proficient text composition indicates successful second language learning. Writing is based on appropriate and strategic language use with structural accuracy and communicative potential. As a result, over the past 20 years, writing has been increasingly important because of two things: first, it may be used as a tool for successful concept transmission; second, a lot of study has been done in this field to look at a variety of problems faced by L2 writers.

At different phases of their education, student writers encounter a variety of writing challenges. These issues can generally be divided into areas related to language, psychology, cognition, and pedagogy as stated by Haider (2012). They have trouble with the English language's structural elements because an improper structure makes it more difficult for readers to understand the text's content, which they do by using their minds.

Naim (2020) Similar to this, even if students have mastered syntactic, lexical, and grammatical command over text construction, incoherent writing fails to express concepts, which causes learners to lose confidence.

According to Zhou (2015) the Grammar Translation Method, or GTM for short, originated with the Latin and Ancient Greeks, who employed a particular type of classical language instruction. With GTM, students can apply their newly acquired grammatical principles by translating from target to native language, making the notion comparatively straightforward. In their studies, advanced students are frequently asked to translate entire sections word by word. The method accomplishes two goals: it raises students' essential intelligence and aids in their comprehension and reading of the literature in their target language. It originated with the methods of teaching Latin in the sixteenth century, when the goal was for students to become communicators.

### **3. Methodology**

#### **3.1 Research Design**

The study used a quantitative pre-test/post-test experimental design. A single group of students received intervention using Grammar-Translation Method and their writing proficiency was measured before and after the intervention.

This study focused on assessing the effectiveness on the Grammar-Translation Method in enhancing the comprehensive writing skills of students learning the second language. A pre-test and post-test experimental research design was used to forty-six (46) Grade 9 students at Bernardo Lirio Memorial National High School, during the School Year 2024-2025. The students experienced an experimental teaching method in which its goal is to determine if there is a significant difference between the grammar translation method and writing comprehension skills in learning English as secondary language.

#### **3.2 Participants**

The respondents of this study were forty-six (46) Grade Nine (9) students at Bernardo Lirio Memorial National High School who were officially enrolled during the Academic Year 2024-2025.

This study is about the Grammar-Translation Method as an experimental teaching method in English and its impact on the writing skills of the Grade 9 students. It focuses on the students' abilities to write from the first language or L1 Filipino to the target language or L2 English which measured the following abilities: spelling, writing and composition, grammar awareness and structure, and vocabulary development through an adapted and modified rubric that has five different levels such as: beginning, developing, approaching proficiency, proficient and advance as the highest level.

#### **3.3 Procedure**

Students underwent instruction using Grammar-Translation Method over several weeks. The intervention involved guided writing exercises, sentence translation tasks, and grammar rule applications. Writing performance was assessed using a rubric adapted from the Alberta Government (Canada), measuring spelling, composition, grammar, and vocabulary.

#### **3.4 Instruments**

An adopted, modified, and validated writing rubric was used to assess student performance in both the pre-test and post-test. Scores were interpreted using five performance levels: Beginning, Developing, Approaching Proficiency, Proficient, and Excellent.

#### **3.5 Data Analysis**

The paired t-test was used to compare pre-test and post-test scores and determine the statistical significance of any improvements. To examine the information acquired about the results of the preliminary assessment (Pre-Test) and final evaluation (Post Test), the researcher used paired t-test as statistical computation. The criteria for analyzing the collected data have been used to decide

grammar translation method's acceptance, characterization, and importance on students writing skills. To determine the overall score of the data collected, the Mean Score and Weighted Mean were acquired.

## 4. Results

The table summarizes the mean scores and improvements in writing skills:

**Table 1: Level of Proficiency of Respondents' Comprehensive Writing Skills**

| Writing Comprehension Skills    | Pre-Test |      | VI         | Post-Test |      | VI        |
|---------------------------------|----------|------|------------|-----------|------|-----------|
|                                 | Mean     | SD   |            | Mean      | SD   |           |
| Spelling                        | 2.57     | 0.52 | Developing | 4.69      | 0.46 | Excellent |
| Writing and Composition         | 2.02     | 0.65 | Emerging   | 4.60      | 0.57 | Excellent |
| Grammar Awareness and Structure | 2.11     | 0.64 | Emerging   | 4.46      | 0.65 | Excellent |
| Vocabulary Development          | 2.07     | 0.70 | Emerging   | 4.63      | 0.53 | Excellent |
| Overall                         | 2.19     | 0.54 | Emerging   | 4.59      | 0.48 | Excellent |

Legend: 4.50-5.00 – Excellent; 3.50-4.49 – Proficient; 2.50-3.49 – Developing; 1.50-2.49 – Emerging; 1.00-1.49 – Beginning

Table 1 presents the pre-test and post-test results of students' writing comprehension across four key components, these are Spelling, Writing Composition, Grammar Awareness and Structure, and Vocabulary Development. The pre-test results show that the respondents manifested Emerging Proficiency in Writing Composition, Grammar Awareness and Structure, and Vocabulary Development, with mean scores ranging from 2.02 to 2.11. Their performance in spelling, on the other hand, was a little higher labelled them as Developing, with a mean score of 2.57. These findings indicate that prior to the use of the intervention, respondents encountered considerable challenges in different areas of writing, specifically in sentence structure, vocabulary, and overall composition. It becomes more difficult to provide writing training that is pertinent to each student's needs as the number of pupils in a classroom increases. Rietdijk et al. (2018) indicates that teachers use more writing instructional tactics when there are more students in their class who have writing difficulties, provide support to the notion that teachers do not try to address these issues.

**Figure 2: Respondent's Pre-test Proficiency Level in Spelling**

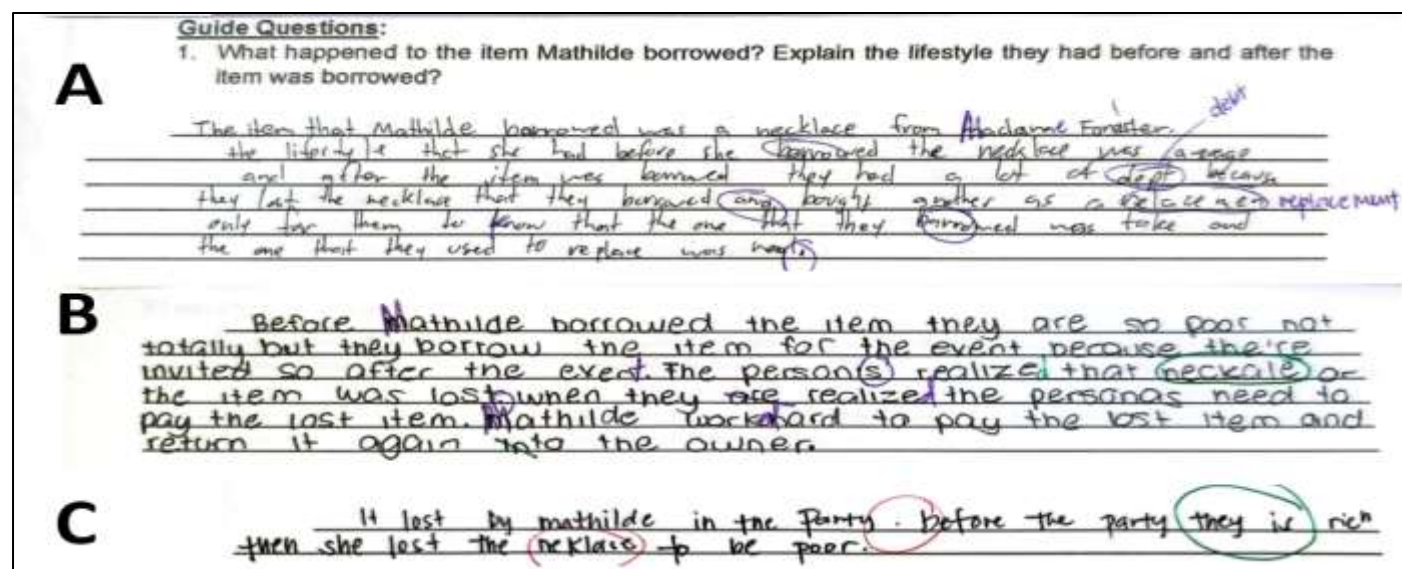


Figure 1 shows respondent A, B and C's spelling ability during the pre-test, despite the differences in length of the answers the respondents committed 9 to 12 misspelled words across the entire questionnaire which fell under the developing stage based on the modified rubrics in measuring the comprehensive writing skills. Among the components of the writing skills, Spelling has the highest mean with 2.57 and falls under the Developing level, indicating that students have a slightly stronger grasp of spelling than other writing aspects. However, their proficiency remains below mastery as the respondents fail to spell correctly even the most basic words used in the lessons and worksheets in which may affect the clarity and readability of their written work as projected in figure 1. Saavedra (2020) emphasized that weak spelling skills can lead to misunderstandings and reduce the effectiveness of communication despite language instructors' constant stress on the need of thinking and writing in English, learners have developed a habit of thinking in their native tongue and translating word per word into English not able to notice that the spelling of the words used are based on the sound and pronunciation of the mother tongue and results to misspelling. Addressing spelling deficiencies through structured exposure to words in context, phonetic strategies, and spelling conventions will help reinforce students' overall writing fluency.

Figure 3: Respondent's Pre-test Proficiency Level in Writing and Composition

**Guide Questions:**  
1. What happened to the item Mathilde borrowed? Explain the lifestyle they had before and after the item was borrowed?

**A**

The item that Mathilde borrowed is disappeared by her neck. the lifestyle Mathilde had before the incident that the necklace disappeared is she had a struggle of her life because she is poor. before she attend the party. And After she borrowed the necklace she's happy because she have new and nice necklace that wear. But After the party, the necklace suddenly disappeared by her neck and she need to replace to the owner of the necklace. And she become more worried on what the reaction of it.

**B**

Before Mathilde borrowed the item they are so poor not totally but they borrow the item for the event because they're invited so after the event. The person(s) realized that necklace or the item was lost when they are realize the person(s) need to pay the lost item. Mathilde work hard to pay the lost item and return it again to the owner.

Figure 3 displays the respondents' pre-test composition and writing. The respondents' writing style and idea structure fell under emerging since they produced weak claims with pertinent body paragraphs and an ambiguous conclusion that included recurring ideas that specifically addressed the claim. Additionally, while the sentences' beginnings were capitalized, some of the composition's proper nouns were not, leading to five or more errors and classifying the answer as either Emerging or Approaching Proficiency. With an overall Emerging performance in writing comprehension prior to the use of the intervention, students exhibit foundational skills; however, they struggle to effectively structure and convey information with coherence and accuracy. The overall writing comprehension score suggests that while most students scored within a similar range, there were still noticeable differences in their writing abilities. Thus, this suggests a need for explicit instruction in writing strategies, guided practice in structuring ideas, and reinforcement of grammatical accuracy and vocabulary usage. Crossley et al. (2019) suggest that writing comprehension is closely tied to students' ability to integrate multiple linguistic skills, including vocabulary knowledge and syntactic awareness, both of which are critical for coherent and effective writing. Without targeted interventions, students may struggle to construct meaningful and well-structured written outputs, limiting their ability to express complex thoughts and engage in higher-order writing tasks.

Figure 4: Respondent's Pre-test Proficiency Level in Grammar Awareness and Structure

**Guide Questions:**  
1. What happened to the item Mathilde borrowed? Explain the lifestyle they had before and after the item was borrowed?

**A**

It lost by Mathilde in the party. before the party they is rich then she lost the necklace to be poor.

**B**

Mathilde she is the borrowed the necklace from her best friend. and the necklace is get lose. she and her husband she is buying the necklace.

According to the analysis of Figure 3, which showed the Grammar Awareness and Structure of the answers provided by the respondents, which were classified as emerging. There are few sentences provided by the students; as per instruction each question should have at least five (5) sentences. Additionally, the sentences conveyed an incomplete idea as they lacked either a subject or a

predicate within their composition. The respondents received a low rubric score since they made at least five grammatical errors. Individuals might conclude that pupils seem to struggle most with writing. This is perhaps explained by the poor quality of writing instruction in particular and English language instruction in general. Teaching writing especially essays should be evaluated in the context of contemporary methods for teaching English writing (Trinh, 2014). This concept emphasizes the ability to **organize information effectively and maintain focus to make important connections and distinctions** this variability indicates that students demonstrate **inconsistent skills** in structuring their thoughts and expressing ideas coherently. Students' limited language and grammar expertise caused them to struggle greatly when writing.

Figure 5: Respondent's Pre-test Proficiency Level in Vocabulary Development

**Guide Questions:**

1. What happened to the item Mathilde borrowed? Explain the lifestyle they had before and after the item was borrowed?

The necklace is borrowed the one of friends and the necklace is the broken and the friend is kinabahan because the necklace is borrowed the friend's hindi kaya on necklace and by by again the necklace the same the borrowed necklace and back to the friend's necklace

2. What does the "necklace" in the story symbolize? Why do you think the author used the necklace as a metaphor?

The necklace symbolizes the borrowed the necklace and the necklace ~~is~~ is important to the person and yang na broken yang necklace the one friend borrowed necklace thinking na by by again na necklace the same one necklace thinking

Figure 4 highlighted the respondents' vocabulary development that fell under emerging based on the modified rubrics. The respondents were able to use words and symbols to support and express ideas but with a limited vocabulary which was evidently shown that the respondents failed to express a few Filipino words to English. However, they were able to use at least two to three unfamiliar words in the second language. According to the chosen language teachers, a major factor in the poor writing proficiency of both English and Filipino is a lack of vocabulary in the target language. Accordingly, students' vocabulary in both English and Filipino is limited. Moreover, English as a foreign language requires close monitoring of linguistic elements such as grammar, vocabulary, language usage, and sentence construction. Following this, language use always becomes an issue for pupils from non-native countries. With this variability in writing performance, it only suggests that respondents' performance in writing is linked to differences in their exposure to academic writing, vocabulary knowledge, and grammatical competence, which are key factors in producing structured and meaningful texts (Harris & Graham, 2016).

Figure 6: Respondent's Post-test Proficiency Level in Comprehensive Writing Skills

**Guide Questions:**

1. Would you participate in the lottery because it is a town tradition? Why? If not, how would you go against it?

**A**

No I would not participate in the lottery just because it's a town tradition. I'm against it because once you join your life depends on the lottery whether you'll live or not. I also think that the lottery has no justice because you will never know if you're getting picked. I would go against by convincing people that the lottery is a joke. There are lots of ways on how to properly manage a town's population, and doing a lottery that kills someone by throwing rocks at them until they die is not one of the solution.

**B**

No, because their tradition is diabolic. They are killing someone who is innocent. I will go against them by doing a protest that says do not kill people, instead educate the people to use protective things when doing their sexy time, such as condoms and contraceptive. If that protest didn't work I will report them to the government to stop them killing people one-by-one. And if the government can't help it, I will fly to another state and not go back to that country anymore.

In contrast, the post-test results reveal substantial improvement across all components, with mean scores significantly increasing to the Excellent category, ranging from 4.46 to 4.69. The greatest improvement was observed in Writing Composition, which rose from 2.02 (Emerging) to 4.60 (Excellent), highlighting enhanced organization, coherence, and clarity in written expression. Grammar-Translation method combined with repetitive writing activities enabled the students to thoroughly develop complex claims with relevant body paragraphs and managed to capitalize the beginning of sentences as well as the proper nouns together with the pronoun “I”. The respondents were able use properly various punctuation marks. The student’s attentiveness to the composition of their work landed them with only two to no mistakes earning a proficiency level of excellent. This significant development aligns with research emphasizing the impact of process-based writing instruction and explicit teaching of rhetorical structures on students’ ability to construct well-organized texts (Harris & Graham, 2022). Studies suggest that scaffolded writing interventions, peer feedback, and iterative drafting contribute to improved writing fluency and textual cohesion (Teng, 2019).

Similarly, Spelling showed notable progress, with a final mean of 4.69, indicating mastery of word formation and accuracy. Students exhibited a notable enhancement in spelling accuracy, reinforcing its role in written fluency and clarity, thus this enhancement suggests a stronger grasp of orthographic conventions, likely resulting from a good number of correctly spelled words and increased writing practice. Improved spelling accuracy reduces cognitive load, allowing students to focus on higher-order writing skills such as coherence and organization (Santangelo & Olinghouse, 2023). This is as well supported through the assertion of Berninger and his colleagues (2020) proving that proficiency also reduces cognitive load, allowing students to focus on higher-order writing processes, such as organization and coherence. Therefore, systematic phonological instruction and exposure to word structures contribute to better spelling retention and accuracy (Santangelo & Olinghouse, 2023). Ultimately thus, his enhanced performance in spelling suggests the effectiveness of explicit spelling instruction and frequent written practice.

When it comes to the Writing and Composition which gathered a mean of 4.60, it marked improvement indicating that students have developed stronger organizational strategies to present information effectively while maintaining focus. Given that Writing and Composition refers to the ability to structure ideas cohesively and establish meaningful connections, the findings imply that respondents have acquired skills in logical sequencing, coherence, and clarity in written discourse. This means, students who have enhanced writing and composition developed greater control over structuring ideas, maintaining coherence, and presenting logical arguments (Crossley & McNamara, 2021). Effective composition requires a balance between ideation, organization, and stylistic appropriateness, all of which contribute to the development of well-structured written discourse (Kellogg, 2020). The results suggest that instructional strategies emphasizing drafting, peer review, and process-based writing approaches have contributed to enhanced writing fluency and cohesion (Teng, 2019).

In terms of Grammatical Awareness and Structure, the findings indicates that students have developed a stronger ability to construct grammatically sound sentences with accurate subject-verb agreement, capitalization, and punctuation usage. As such, Grammatical Awareness and Structure pertains to sentence construction adhering to syntactic and mechanical accuracy, this improvement suggests increased proficiency in applying grammatical rules effectively in writing. the enhancement demonstrates students' ability to apply syntactic rules, construct well-formed sentences, and utilize appropriate grammatical structures (Nassaji & Fotos, 2022). A firm grasp of grammar enhances clarity and prevents misinterpretation, making written communication more precise and effective (Larsen-Freeman, 2019). The improvement may be attributed to explicit grammar instruction, contextualized learning activities, and corrective feedback, which have been shown to be highly effective in developing grammatical proficiency (Ellis, 2020).

In terms of the Vocabulary Development, it is noticeably better compared from the previous test from a mean score of 2.07 (Emerging) in the pre-test to 4.63 (Excellent) in the post-test. This indicates that after the intervention, the students have the ability to utilize a wider and more expressive range of words. This growth reflects their improved capacity to convey tone, intention, and meaning more clearly and effectively, demonstrating deeper lexical awareness and control. Such progress implies that students have become more adept at selecting words that not only suit the context but also strengthen the overall impact of their written communication. This aligns with findings from recent studies, which emphasize the role of vocabulary enrichment in supporting clarity, nuance, and stylistic precision in writing (Zhang & Zhang, 2020; Farrah & Tushyeh, 2021).

**Table 2: Significant Difference between Pre-Test and Post-Test Scores of Respondents’ Comprehensive Writing Skills using Grammar-Translation Method for ESL-based Teaching**

| Writing Comprehension Skills    | Pre-Test |      | Post-Test |      | t-value | df | p-value |
|---------------------------------|----------|------|-----------|------|---------|----|---------|
|                                 | Mean     | SD   | Mean      | SD   |         |    |         |
| Spelling                        | 2.57     | 0.52 | 4.69      | 0.46 | -20.5   | 45 | < .001  |
| Writing and Composition         | 2.02     | 0.65 | 4.6       | 0.57 | -20.5   | 45 | < .001  |
| Grammar Awareness and Structure | 2.11     | 0.64 | 4.46      | 0.65 | -16     | 45 | < .001  |
| Vocabulary Development          | 2.07     | 0.70 | 4.63      | 0.53 | -21.2   | 45 | < .001  |

The table 2 reveals statistically significant improvements across all components of writing comprehension between the pre-test and post-test scores. Notably, each domain Spelling, Writing and Composition, Grammar Awareness and Structure, and Vocabulary Development shows a large increase in mean scores, all moving from the *Emerging* or *Developing* levels to the *Excellent* level.

Spelling improved from a mean of 2.57 to 4.69, while Writing and Composition rose dramatically from 2.02 to 4.60. Likewise, Grammar Awareness and Structure advanced from 2.11 to 4.46, and Vocabulary Development progressed from 2.07 to 4.63. All variables are statistically significant at  $p < .001$ , with strong  $t$ -values indicating strong effect. These findings suggest a comprehensive improvement in students' writing competence following using the Grammar Translation Method.

From figuring out the respondents' level of proficiency based on the pre-test to creating lesson exemplars, the Grammar-Translation Method took an extended period of time. The use of GTM extended the target number of days per topic but with gradual application of the method guided by the modified rubrics the respondents were able to pin point errors and mistakes from the answers constructed. Learning the second language with the use of the first language fueled the student's eagerness to develop and correct their own mistakes. Being able to see where they lack from spelling, writing and composition, grammar awareness and structure, and vocabulary development despite the short span of time allotted they were able to adapt with the use of the modified rubrics and were able to understand better the differences in structure of L1 to L2. The statistically significant enhancement across all components of writing comprehension highlights the transformative role of the Grammar Translation Method (GTM) in enhancing students' written communication skills. Each variable reveals data into how the intervention supported the development of distinct yet interrelated aspects of writing.

The significant increase in Spelling scores suggests that the repetitive nature of GTM particularly its emphasis on accuracy in form through translation exercises heightened students' awareness of word forms and correct spelling. According to Nurweni and Setiawan (2021), GTM's constant focus on exact lexical equivalents enhances learners' orthographic precision, which is crucial in early stages of writing development.

In terms of Writing and Composition, GTM proved to be unexpectedly effective. While often critiqued for limiting creative expression, GTM's structured exercises in translating passages provided learners with models of well-organized, grammatically sound texts. These scaffolded exposures helped students internalize logical sequencing and coherence. As supported by Sharma (2020), exposure to structured texts through translation can serve as a cognitive framework for learners to construct their own compositions more coherently.

The improvement in Grammar Awareness and Structure directly reflects the core strength of GTM. Since the method systematically dissects grammatical rules and requires learners to apply these through translation drills, it reinforces their syntactic competence. Students become more mindful of subject-verb agreement, sentence construction, and punctuation a finding echoed in the work of Al-Mekhlafi and Nagaratnam (2019), who argue that explicit grammar instruction, a hallmark of GTM, significantly boosts grammatical accuracy in learners' output.

With the last writing component, Vocabulary Development had significant gains, illustrating GTM's capacity to expand learners' lexical range. Constant exposure to bilingual word lists, direct translations, and sentence-level practice reinforced word-meaning associations and encouraged learners to choose words with more precision and variety. This finding is aligned with Owu-Ewie and William (2017), who affirm that vocabulary retention improves through repetitive translation activities that require students to internalize nuanced meanings in context.

Overall, the Grammar Translation Method often sidelined in favor of more communicative approaches demonstrated powerful benefits when strategically implemented in developing foundational writing skills. While GTM may not emphasize spontaneous production, it fosters deep linguistic competence and meta-awareness that serve as strong underpinnings for effective writing. The observed improvements across all variables affirm the value of integrating GTM for learners at early to intermediate proficiency levels, especially in contexts where accuracy and form remain primary instructional goals.

## **5. Discussion**

The findings strongly support the effectiveness of the Grammar-Translation Method (GTM) in enhancing the comprehensive writing skills of ESL students. The statistically significant improvements across all measured components—spelling, writing and composition, grammar awareness and structure, and vocabulary development—underscore GTM's transformative role in written communication skills.

The repetitive nature of GTM, particularly its emphasis on accuracy through translation exercises, proved crucial in heightening students' awareness of word forms and correct spelling. This aligns with studies indicating that a constant focus on exact lexical equivalents in GTM enhances orthographic precision, which is vital for early writing development.

While often criticized for limiting creative expression, GTM demonstrated unexpected effectiveness in improving writing and composition. The structured exercises involving passage translation provided students with models of well-organized and grammatically sound texts, fostering the internalization of logical sequencing and coherence. This supports the idea that structured text exposure through translation can provide a cognitive framework for coherent composition.

The core strength of GTM was evident in the improvement of grammar awareness and structure. The method's systematic dissection of grammatical rules and their application through translation drills reinforced syntactic competence. Students became more mindful of subject-verb agreement, sentence construction, and punctuation. This outcome is consistent with research highlighting that explicit grammar instruction, a hallmark of GTM, significantly boosts grammatical accuracy.

Significant gains in vocabulary development further illustrate GTM's capacity to expand learners' lexical range. Continuous

exposure to bilingual word lists, direct translations, and sentence-level practice reinforced word-meaning associations and encouraged more precise and varied word choices. This finding aligns with studies affirming that vocabulary retention improves through repetitive translation activities requiring students to internalize nuanced meanings in context.

Overall, the study suggests that the Grammar-Translation Method, when strategically implemented, offers substantial benefits in developing foundational writing skills, particularly for learners at early to intermediate proficiency levels where accuracy and form are primary instructional goals. While GTM may not emphasize spontaneous production, it fosters deep linguistic competence and meta-awareness, which are strong underpinnings for effective writing. The method's focus on accuracy over fluency was particularly effective for students still developing fundamental writing competencies.

The data presented in the study indicate a significant improvement in students' comprehensive writing skills through the implementation of the Grammar-Translation Method (GTM). The repetitive nature of the translation tasks inherent in GTM was instrumental in reinforcing spelling, grammar, and vocabulary. Furthermore, the scaffolding provided within the method enabled students to effectively identify and correct their errors, leading to improved sentence construction and overall composition.

These findings are consistent with previous research that validates GTM's effectiveness in supporting grammar mastery and lexical development. The method's strong emphasis on accuracy, rather than mere fluency, proved to be particularly effective for learners who were still in the process of developing foundational writing competencies. This suggests that for students at early to intermediate proficiency levels, GTM can be a valuable pedagogical tool.

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