Translation Problems Analysis and Application of the Grammar-Translation Method in EFL Class

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Abstract

This research aims to study the problems of translating word and sentence structures from English into Thai made by students and to solve the English-to-Thai translation problems occurred in the paper test. The samples consisted of 127 students majoring in English for International Communication at Rajamangala University of Technology Tawan-Ok. The research instrument was an English-to-Thai translation test covering grammatical and lexical aspects. The collected data were analyzed by using descriptive statistics with frequencies, percentage, mean, standard deviation and interferential statistics. The data were analyzed and compared the differences of scores obtained from the pretest and the posttest with a confidence interval at 0.05. The results showed that the samples made more mistakes of grammatical aspect than the lexical aspect before the experiment. The grammatical aspect was at the low level representing 16.38% while the lexical aspect showed 70.30%. After applying the grammar-translation method into the samples, the posttest results showed the better scores on English grammatical structures at 78.8% while the lexical knowledge at 97.53%. It is clear that the grammar-translation method made less translation problems.

Keywords: Translation, Translation problems analysis, Translating English into Thai

1. Introduction

1.1 Introduce the Problem

English is one of the most influential languages for communicating among people from different languages and cultures around the world (Prayongkul, 2017). According to Chanwaivit (2018), people who communicate in English need listening, speaking, reading and writing skills; however, no one can deny that practically, translation skill is another skill that they must apply for communication all the time. Thus, translation skill is one of the most important factors for basic communication. However, it does not mean that everyone can translate from Thai into English or from English into Thai correctly, as Thiparat et al. (2017) stated that English and Thai are from different language families. For instance, English is in the Germanic family which belongs to the large Indo-European family, while the Thai language is in the Austro-Thai family. However, because of the differences between these two language families, translation problems often occur among Thai students. A study by Pornwiriyakit and Dandee (2015) found that translation problems were partly due to grammatical errors and mistranslation in terms of word meaning. Furthermore, Kiriratnikhom (2005) found translation mistakes were the incorrect use of vocabulary, tenses, nouns, quantifiers, and subject-verb agreement, which were caused by the differences between English and Thai structure interpretation of vocabulary and their carelessness in translating. Chanwaiwit (2018) also found that the problems and errors were due to grammatical and phraseological errors. Of that, the grammatical errors occurred more frequently than the phraseological errors.

In order to solve such grammatical and lexical errors, the grammar-translation method was conducted. In regards to grammar-translation method, Sittirak (2015) argued that the grammar-translation method had been used for many years, and it is still very popular and successful. This method is able to assist students in learning grammar and vocabulary. Additionally, Elmayantie (2015) mentioned that the grammar-translation method is suitable for the students to help them comprehend the text and improve vocabulary. Moreover, Aqel (2013) insisted that the grammar-translation method is an important kind of teaching methodology that the teachers should adapt to teach English as a second language. Therefore, it has been proven that using the grammar-translation method in an EFL/ESL class is successful worldwide (Sittirak, 2015). It will be more effective if incorporated with active learning (Kulachit & Nuangchalerm, 2021).

In light of the success of grammar-translation teaching in an EFL/ESL class, this method will be applied in this study in order to solve the translation problems made by students and improve translation skills of students majoring in English for International Communication at the faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-Ok.

1.2 Research Objectives

(1) To study the English-to-Thai translation problems of English structures made by students majoring in English for International Communication.

(2) To know how to solve English-to-Thai translation problems of English structures made by students majoring in English for International Communication.

2. Literature Reviews

2.1 What Is the Translation?

The term translation was defined by experts as follows: Catford (1967) and Newmark (1982) stated that translation is a process that tries to replace the message from one language to another language while retaining the meaning of the original sentence. Sai Bua (2017) defined translation as a matter of conveying the meaning of the original message into a translated message. This entails that the most important goal of any translation is to keep the original message intact and to determine the quality of the translation. Meanwhile, Meanwhile, Boonyakiat et al. (1997) pointed out that translation is a thought process that requires interpretation from the original language and expresses it in another language to provide the meaning along with the original meaning and close to the original language. Morewhile, Chandrakhet (1985), Saeng-Aramruang (2002), and Thantham (2004) defined the term translation as both science and arts that require knowledge, skills, generosity, and expertise in selecting the right words, which are based on the principles of language use, culture, and correctness to convey the proper meaning. Translation also requires a combination of imagination and creativity. To create the proper translation, the translator must know both the source and target languages. In light of the various definitions, one can argue that translation is a process of conveying the meaning of the text from one language to another, or even in the same language with semantic and natural equality. This involves choosing an appropriate word or idiom to keep the original meaning and feeling as much as possible. Moreover, translators should have the general knowledge of the culture, tradition, and society relevant to the translated message to help readers or receptors understand the same idea in the translated message from translators or senders.

2.2 The Grammar-Translation Method

The grammar-translation method is based on translation (Singsatit, 2019). Applying this method in the class, the teacher often starts by reading the passages and explaining the grammatical rules and vocabulary or translating them to the students. The grammar–translation method is used for teaching classical languages, which is derived from the classical method of teaching such as Greek and Latin, which focuses not only on speaking and listening but also on grammar and translation in reading Greek and Latin texts and literature. The grammar-translation method was introduced to teach English as a foreign language in the early 19th century to develop students' reading ability and evaluate foreign language compositions. In grammar-translation classes, students basically learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. It is believed that this method can help the students understand both source language and target language in writing and speaking. Angwattanakul (1996 cited in Mallikamas, 2013) pointed out that the principles of the grammar-translation method are derived from the basic concept of learning different language systems that can enhance the learners' intelligence. If the learners memorize the language rules and the meaning of

vocabulary, they can apply language knowledge in translation. Moreover, the grammar-translation method makes language learning easier because students understand the overview of language structures and the meaning of the words. Mallikamas (2013) also stated that the grammar-translation method is quite systematic and uncomplicated because the instructor can explain the contents and summarizes the language rules to the learners. In grammar-translation classes, students are taught grammatical rules, including the meaning of words from basic to advance levels, and then apply those rules by translating sentences between the target language and the native language. This method was mainly taught in students' mother tongue.

2.3 The Grammar-Translation Method and the Translation

Sittirak (2015) stated that translation was often used as a primary tool in an EFL/ESL class, and it was an acceptable method in translation classes worldwide. Aqel (2013) said that using the grammar-translation method notably progressed students' grammar competency, and achieved greater self-confidence in using language. Mart (2013) pointed out that this method contributed significantly to the effective use of the target language since it did not require a complicated learning process, and the students could use the target language accurately. Mondal (2012) showed that secondary school teachers had positive attitudes toward using the grammar-translation method in their classes. They also got well-trained on this method, and they felt it was an easy-used method. Moreover, students became more interested in grammar lessons. This study proved that the grammar-translation method was a suitable method that should be applied at secondary level education in Bangladesh to enable students to gain complete knowledge of grammar and translation for their future careers and personal growth. It can be said that the grammar-translation method is the classical method of teaching used for teaching classical language. This method is a tool for teaching grammar rules and vocabulary in translation classes. It is an effective method to improve the learners' translation ability.

3. Method

3.1 Participants

The samples were 127 students majoring in English for International Communication, faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-Ok. Krejcie and Morgan (1970) was applied to estimate sampling size for this study. The Purposive sampling was employed in the sample selection.

3.2 Instrument

The research instruments used to collect the data were the pre and post translation tests. The tests contained grammatical and lexical contents that were taken from Chantrarakett (1985), Thepakrapong (1999), Pinmanee (2009), Wimolchalao (1994), and Laisattrukai (2018). The tests consisted of the same 40 items, and they were divided into 2 categories-grammatical aspect and lexical aspect. The grammatical aspect test consisted of passive voice, tenses, connectives, pronouns, IT pronouns, and the lexical aspect consisted of words with multiple meanings and phrasal verbs. In total, the pretest and posttest, the testing paper contained 40

items. The grammatical aspect contained 27 items divided into the different contents, which are as follows, passive voice in items 1-5, tenses in items 6-14, connectives in items 15-19, pronouns in items 20-23, and dummy subject or "it" pronoun in items 24-27. The lexical aspect contained 13 items divided into the different contents, which are as follows, words with multiple meanings in items 28-34, and phrasal verbs in items 35-40.

3.3 Data Collection

Data was collected in two different phases. First, students did the pretest for two hours to find students' translation competence and students' translation problems. Thai -English and English-Thai Dictionaries were allowed to use during the test.

Second, data collection happened after the teacher in the class taught the grammar-translation teaching method for 15 weeks. In the grammar-translation teaching method, the teacher applied 5 processes-presentation, explanation, practice, production and test. The participants did the posttest after finishing the grammar-translation teaching class.

3.4 Data Analysis

The data from pretest and posttest were analyzed by calculating the errors and scoring criteria, which is a holistic score based on the criteria by Yaisomanang (2018). The pretest and posttest data with no score were brought to be analyzed for grammatical and lexical errors. This was done to get insight into the participants' competence and understanding of English structures. Descriptive statistics like frequency, percentage, average and standard deviation were used to evaluate the level of competence and understanding of the samples. Interferential Statistics were used to analyze differences in scores between the pretest and posttest with a confidence level of 0.05.

4. Results

This research aims to study the English-to-Thai translation problems in word and sentence structures made by students in English for International Communication major. The results were focused on the overall level of knowledge and understanding of grammatical aspects and lexical aspects before and after applying the grammar-translation teaching method and the improvement of grammatical and lexical knowledge in English-to-Thai translation.

4.1 The Overall Level of Knowledge and Understanding about Grammatical Aspect and Lexical Aspect before Applying the Grammar-Translation Teaching Method

This part showed the overall level of knowledge and understanding of grammatical aspects and lexical aspects after students did the pre-test. The findings of the grammatical aspect were reported in aspects of passive voice, tenses, connectives, pronouns, and 'it' pronouns. The lexical aspects were expressed as words with multiple meanings and phrasal verbs.

Table 1. The overall level of knowledge and understanding about grammatical aspect and lexical aspect before applying the grammar-translation teaching method

Topics for Grammatical Aspect	Score %	Knowledge and Understanding Level			%	S.D.	x̄	Result
		High	Moderate	Low				
Translation of Passive Voice	Score	14	14	99	16.54	0.066	0.33	**Low**
	%	11.0	11.0	78.0				
Translation of Tenses	Score	22	3	102	18.50	0.075	0.37	**Low**
	%	17.2	2.5	80.2				
Translation of Connectives	Score	1	2	123	2.05	0.022	0.04	**Low**
	%	1.1	1.9	97.0				
Translation of Pronouns	Score	6	10	112	8.27	0.045	0.17	**Low**
	%	4.5	7.5	88.0				
Translation of IT pronoun	Score	41	12	75	36.52	0.104	0.73	**Low**
	%	31.9	9.3	58.9				
Total	**Score**	**16.8**	**8.2**	**102.2**	**16.38**	**0.062**	**0.33**	Low
	%	**13.14**	**6.44**	**80.42**				
Topics for Lexical Aspect	Score %	Knowledge and Understanding Level			%	S.D.	x̄	Result
		High	Moderate	Low				
Translation of Words with multiple meanings	Score	85	20	22	74.97	0.152	1.50	**High**
	%	67.3	15.4	17.3				
Translation of Phrasal Verbs	Score	68	31	28	65.62	0.139	1.31	**Moderate**
	%	53.3	24.7	22.0				
Total	Score	**76.5**	**25.5**	**25**	**70.30**	**0.1455**	**1.41**	**High**
	%	**60.3**	**20.1**	**19.7**				

Table 1 showed the overall knowledge and understanding level of grammatical aspects before applying the grammar-translation teaching method, which was at the low level, 16.38% ($\bar{x}$ = 0.33, S.D. = 0.062). The students made average errors when they translated sentences from English into Thai in passive voice at 16.54% ($\bar{x}$ = 0.33, S.D. = 0.066), tenses at 18.50% ($\bar{x}$ = 0.37, S.D. = 0.075), connectives at 2.05% ($\bar{x}$ = 0.04, S.D. = 0.022), pronouns at 8.27% ($\bar{x}$ = 0.17,

S.D. = 0.045), and 'it' pronouns at 36.52% ($\bar{x}$ = 0.73, S.D. = 0.104). On the other hand, the overall knowledge and understanding level of lexical aspects was at the high level.

4.2 The Grammatical and Lexical Problems in English-to-Thai Translation

4.2.1 The Grammatical Problems in English-to-Thai Translation

This part expressed grammatical problems in English-to-Thai translation that were found in students' tests. The main problems of English-to-Thai translation were passive voice, tenses, connectives, pronouns, and 'it' pronoun. Below are the subsequent findings:

(1) Translation of Passive Voice

After students did the test, all errors were collected and categorized into each grammatical aspect. The translation problems in aspect of passive were English structural attachment translation and mistranslation.

Table 2. Passive voice translation problems

Translation problems	Number	%
1. English structural attachment translation	62	48.7
2. Mistranslation	37	29.3
Total	**99**	**78.0**

In Table 2, the results of translation problems in the aspect of passive indicated 62 errors of English structural attachment translation problem at 48.7%. The problem of mistranslation accounted to 37 errors (29.3%). The examples of errors are shown as below.

Example 1: English structural attachment translation problem

Sentence 1: A European expert **was invited to speak** to the committee.

Translation: (1) ผู้เชี่ยวชาญชาวยุโรป**ได้ถูกเชิญ**ไปพูดกับคณะกรรมมการ

(2) ผู้เชี่ยวชาญชาวยุโรป**ถูกเชิญ**ให้พูดกับคณะกรรมการ

From the translated sentences (1) and (2), the samples translated the underline words by attaching the grammatical structure of passive voice in English. It affected the inappropriate meaning in a Thai language because the verb "**was invited**" had a positive meaning. Therefore, it should be translated as "**ได้รับ**", not "ถูก" or "ได้ถูก" preceding the verb.

Example 2: Mistranslation problem

Sentence 3: I <u>am being sent</u> to work in the London office.

Translation: (1) ฉัน<u>กำลังส่งงาน</u>ไปที่สำนักงานในกรุงลอนดอน

From the example of translated sentence (1) above, it is clear that the samples mistranslated from the original meaning. When considering the sentence (1), it becomes evident that the samples could not convey the passive voice meaning. They just translated the underlined verb phrase as an active voice meaning: "ฉันกำลังส่งงาน" instead of "ฉัน<u>กำลังจะถูกส่งไปทำงาน</u>

ที่สำนักงานในกรุงลอนดอน" as appeared in the original sentence.

(2) Translation of Tenses

All tense errors that were collected and categorized from the test showed that grammatical errors in tense aspects were English structural attachment translation and mistranslation.

Table 3. Tenses translation problems

Translation problems	Number	%
1. English structural attachment translation	38	30.2
2. Mistranslation	63	49.9
Total	**102**	**80.2**

In Table 3, the results of translation problems in tense aspect showed that there were 38 errors of English structural attachment translation problem at 30.2%. The problem of mistranslation was found 63 errors at 49.9%.

Example 3: English structural attachment translation

Sentence 14: We're going to try and recycle more of our household rubbish.

Translation: (1) เรากำลังจะพยายามและรีไซเคิลขยะในครัวให้มากขึ้น

The translated sentence above showed that the sentence was adhered to the English structure. It cannot convey the unnatural meaning in the Thai language. So, this sentence should be adjusted as "กำลังพยายาม".

Example 4: Mistranslation

Sentence 6: The Sun **rises** in the East.

Translation: (1) พระอาทิตย์<u>ตก</u>ทางทิศตะวันออก

From the example of translated sentence above, the sentence (1) showed that the samples translated the verb "rise" as "ตก" which is incorrect because the given verb means "ขึ้น" in Thai (SE-EDUCATION, 2002), but not "ตก".

(3) Translation of Connectives

All connectives errors were collected and categorized from the test. The result indicated that the grammatical errors in connective aspects were mistranslation of the connectives meaning and mistranslation of the sentence components.

Table 4. Connectives translation problems

Translation problems	Number	%
1. Mistranslation		
1.1 Mistranslation of the connectives meaning	83	65.5
1.2 Mistranslation of the sentence components	40	31.5
Total	**123**	**97.0**

The results in Table 4 showed that the translation problems in connective aspects with the total of 123 errors, which was 97.7%. The problem of mistranslation of the connectives meaning amounted to 83 errors, 65.5%, and total number of errors due to the problem of mistranslation of the sentence components was 40, 31.5%. The examples of translation errors were shown below.

Example 5: Mistranslation of the connectives meaning

Sentence 16: I need to work hard **<u>so that</u>** I can pass the exam.

Translation: (1) ฉันต้องเรียนหนัก **<u>ดังนั้น</u>** ฉันถึงสามารถสอบผ่าน

(2) ฉันต้องเรียนอย่างหนัก **<u>ดังนั้น</u>** ฉันจึงสอบผ่าน

(3) ฉันจะต้องอ่านหนังสือเยอะ ๆ **<u>เพราะ</u>** ฉันจะได้สอบผ่าน

The sentences above showed the problem of mistranslation of the connectives meaning. As in the sentence 16, the connective "so that" means "**เพื่อที่ว่า/เพื่อว่า/เพื่อ**" in Thai, but not

"**ดังนั้น**"/"**เพราะ**". The translated sentences (1), (2), and (3) conveyed the incorrect meaning from the original context.

Example 6: Mistranslation of the sentence components

Sentence 16: I need to work hard **so that** I can pass the exam.

Translation: (1) ฉันต้อง**ทำงานอย่างหนัก** เพื่อให้ฉันสอบผ่าน

(2) ฉันต้อง**ทำงานอย่างหนัก**เพื่อให้สอบผ่าน

The sentences above showed the problem of mistranslation of the sentence components. The samples translated the meaning of "work hard" incorrectly, which means "เรียนอย่างหนัก" but the samples gave the meaning "ทำงานอย่างหนัก" instead.

(4) Translation of Pronouns

All pronouns errors were collected and categorized from the test. The findings indicated that the grammatical errors in pronouns aspects were due to mistranslation.

Table 5. Pronouns translation problems

Translation problems	Number	%
1. Mistranslation	112	88.0
Total	**112**	**88.0**

The results in Table 5 show translation problems in pronouns aspect with the total of 112 errors, which was 88.0%. The example of translation error was shown below.

Example 7: Mistranslation

Sentence 23: Naturally, **one** wanted only the best for one's children.

Translation: (1) ตามปกติมีสิ่งเดียวเท่านั้นที่ดีสำหรับตัวของเด็ก ๆ

(2) จริง ๆ แล้ว *คนๆ หนึ่ง*ต้องการลูกที่ดีเพียงคนเดียว

The sentences above showed the problem of mistranslation of the pronouns meaning. In the sentence 23, the pronoun "one" refers to "the indefinite pronoun". The meaning of this pronoun

cannot be fixed. It depends on the context. The samples translated the pronoun "one" as "คนๆ

หนึ่ง", which is not the appropriate meaning when considering the context of this pronoun.

(5) Translation of 'It' Pronoun

All 'it' pronoun errors were collected and categorized from the test. The result indicated that grammatical errors in 'it' pronoun aspect were English structural attachment translation and mistranslation.

Table 6. 'It' pronoun translation problems

Translation problems	Number	%
1. English structural attachment translation	23	17.9
2. Mistranslation	52	41.0
Total	**75**	**58.9**

In Table 6, the results of translation problems in 'it' pronoun aspects showed that there were 52 errors of Mistranslation, 41.0%. The total English structural attachment translation problem was 23 errors, which is17.9%. The examples of translation errors were shown as below.

Example 8: English structural attachment translation

Sentence 24: It is snowing on the mountains.

Translation: (1) **มันคือ**หิมะที่กำลังตกอยู่บนภูเขา

Sentence 25: It is said that Chinese is more difficult to learn than English.

Translation: (2) **มันพูดว่า** ภาษาจีนยากกว่าเรียนภาษาอังกฤษ

(3) **มันพูดว่า** ภาษาจีนเรียนยากกว่าภาษาอังกฤษ

Sentence 26: **It is believed** that negligence is the path of death.

Translation: (4) **มันถูกเชื่อว่า**ความประมาทคือทางแห่งความตาย

(5) **มันเชื่อว่า**ความประมาทคือหนทางแห่งความตาย

Above examples of the translated sentences showed that the sentences were adhered to the English structure. They were unable to convey the natural meaning in the Thai language.

Normally, the dummy subject "it" cannot be translated into "มัน" in Thai.

Example 9: Mistranslation

Sentence 24: It **is snowing** on the mountains.

Translation: (1) **มันคือหิมะ**ที่อยู่บนภูเขา

(2) **มันคือหิมะ**ตกมาจากภูเขา

From the examples of translated sentences (1) and (2) above, it was clear that the samples mistranslated from the original meaning. When considering the sentence (1) and (2), the samples could not convey the correct meaning. The meaning of the underlined verb phrase was translated into a noun meaning: "มันคือ**หิมะ**" instead of "**หิมะกำลังตก**อยู่บนภูเขา" which functioned as a verb in the original sentence.

4.2.2 The lexical aspect problems in English-to-Thai translation

This part expressed lexical problems in English-to-Thai translation that were found in students' tests. The main problems of English-to-Thai translation were translation of words with multiple meanings, and translation of phrasal verbs.

(1) Translation of Words with Multiple Meanings

All words with multiple meaning errors were collected and categorized from the test. Results indicated that the lexical errors in words with multiple meaning aspects were mistranslation.

Table 7. Words with multiple meanings translation problems

Translation problems	Number	%
1. Mistranslation	22	17.3
Total	**22**	**17.3**

In Table 7, the results of translation problems in words with multiple meanings aspects showed that there were 22 errors of Mistranslation problem, 17.3%. The examples of translation errors were shown below.

Example 10: Mistranslation

Sentence 28: The sewing machine won't **run** properly.

Translation: (1) จักรเย็บผ้าจะไม่**วิ่ง**ตามเหมาะสม

From the above example of translated sentence (1), the samples mistranslated from the original meaning. The word "run" in this context means "ทำงาน" in Thai, and it referred to devices/machines but the samples gave the meaning "วิ่ง" instead.

Example 11: Mistranslation

Sentence 29: The tears ran down her cheeks.

Translation: (1) น้ำตาหยดลงแก้มเธอ

(2) เธอพูดพร้อมปาดน้ำตา

From the above example of translated sentences (1) and (2), the samples mistranslated the original meaning. The word "run" in this context means "ไหล" in Thai or "to flow in a particular direction or place" in English, but the samples translated "หยด in the sentence (1) or "ปาด" in the sentence (2) instead.

Example 12: Mistranslation

Sentence 30: If you have a bad cold, your nose runs.

Translation: (1) ถ้าคุณมีความเย็นไม่ดี จมูกของคุณจะไม่ทำงาน

(2) ถ้าเธอหนาวมากไป จมูกเธอจะตัน

From the example of translated sentences (1) and (2) above showed that the samples mistranslated from the original meaning. The word "run" in this context referred to send out a liquid or "ไหล" in Thai, but the samples translated "ทำงาน" in the sentence (1), and "ตัน" in the sentence (2) instead.

(2) Translation of Phrasal Verbs

All Phrasal verb errors were collected and categorized from the test. The results indicated that lexical errors in Phrasal Verbs meaning aspects were mistranslation.

Table 8. The results of phrasal verbs translation problems

Translation problems	Number	%
1. Mistranslation	28	22.0
Total	**28**	**22.0**

In Table 8, the results of translation problems in Phrasal verbs aspect showed that there were 28 errors of Mistranslation, 22.0%. The example of translation errors was showed as follows.

Example 13: Mistranslation

Sentence 36: He wants to bring our appointment forward this coming Monday.

Translation: (1) เขาต้องการทำการนัดหมายของเราไปข้างหน้าในวันจันทร์ที่จะถึงนี้

(2) เขาต้องการนัดหมายเราในวันจันทร์ที่จะถึงนี้

(3) เขาอยากเลื่อนนัดของเราออกไปเป็นวันจันทร์นี้

Translated sentences (1), (2) and (3) above, showed that the samples mistranslated from the original meaning. The samples gave the wrong meaning of "bring forward" which means "to chance an arrangement so that something happens sooner" or "ขยับขึ้นมาให้เร็วขึ้น" in Thai, but the simples used the meaning "ทำการนัดหมาย", "นัดหมาย", and "เลื่อนนัดออกไป" instead.

4.3 The Improvement of Grammatical and Lexical Knowledge in English-to-Thai Translation

This study applied the grammar-translation method to solve the problems of English-to-Thai translation made by students in English for International Communication Major. The main problems consisted of grammatical and lexical problems. The grammatical problem was reported in five aspects, including passive voice, tenses, connectives, pronouns, and 'it' pronouns. The lexical problem was found in two aspects, words with multiple meanings and phrasal verbs.

Table 9. The overall knowledge and understanding level of grammatical aspects and lexical aspects after applying the Grammar-Translation teaching from posttest

Topics for Grammatical Aspect	Score %	Knowledge and Understanding Level			%	S.D.	$\bar{x}$	Result
		High	Moderate	Low				
Translation of Passive Voice	Score	80	33	13	76.38	0.151	1.53	**High**
	%	63.3	26.1	10.6				
Translation of Tenses	Score	81	40	6	79.31	0.153	1.59	**High**
	%	63.5	31.6	4.9				
Translation of Connectives	Score	53	63	11	66.46	0.132	1.33	**Moderate**
	%	41.7	49.4	8.8				
Translation of Pronouns	Score	79	41	7	78.35	0.152	1.57	**High**
	%	62.4	31.9	5.7				
Translation of IT pronoun	Score	115	9	4	93.50	0.175	1.87	**High**
	%	90.2	6.7	3.1				
Total	**Score**	**81.6**	**37.2**	**8.2**	**78.8**	**0.153**	**1.58**	**High**
	%	**64.2**	**29.1**	**6.6**				
Topics for Lexical Aspect	Score %	Knowledge and Understanding Level			%	S.D.	$\bar{x}$	Result
		High	Moderate	Low				
Translation of Words with multiple meanings	Score	121	4	2	97.08	0.179	1.94	**High**
	%	95.4	3.4	1.2				
Translation of Phrasal Verb	Score	124	1	2	97.97	0.181	1.96	**High**
	%	97.6	0.7	1.7				
Total	**Score**	**122.5**	**2.5**	**2**	**97.53**	**0.18**	**1.95**	**High**
	%	**96.5**	**2.05**	**1.45**				

The results from the posttest indicated that the samples had better knowledge and understanding level with translating grammar and lexicon after applying the grammar-translation method. From the results of grammatical problems, samples' knowledge and understanding of 'it' pronouns increased to 93.50% ($\bar{x} = 1.87$, S.D. = 0.175), tenses increased to 79.31% ($\bar{x} = 1.59$, S.D. = 0.153), pronouns increased to 78.53% ($\bar{x} = 1.57$, S.D. =

0.152), passive voice increased to 76.38 ($\bar{x}$ = 1.53, S.D. = 0.151), and connectives increased to 66.46% ($\bar{x}$ = 1.33, S.D. = 0.132), respectively. Overall percentage of grammatical knowledge and understanding was at 78.8 ($\bar{x}$ = 1.58, S.D. = 0.153). When considering the lexical problems, students' knowledge and understanding in lexical aspects increased to 97.53% ($\bar{x}$ = 1.95, S.D. = 0.18), phrasal verbs increased to 97.97% ($\bar{x}$ = 1.96, S.D. = 0.181), and words with multiple meanings increased to 97.08% ($\bar{x}$ = 1.94, S.D. = 0.179). It was clearly that the samples had better lexical knowledge and understanding level than grammatical knowledge and understanding level after applying the grammar-translation method.

Table 10. The comparison of knowledge and understanding level before and after applying the grammar-translation method

Topics for Grammatical Aspect	Knowledge and Understanding Level								
	S.D.			Mean			Percentage (%)		
	Pre-test	Post-test	Result	Pre-test	Post-test	Result	Pre-test	Post-test	Result
Translation of Passive Voice	0.066	0.151	+0.085	0.33	1.53	+1.20	16.54	76.38	+59.84
Translation of Tenses	0.075	0.153	+0.078	0.37	1.59	+1.22	18.5	79.31	+60.81
Translation of Connectives	0.022	0.132	+0.110	0.04	1.33	+1.29	2.05	66.46	+64.41
Translation of Pronouns	0.045	0.152	+0.107	0.17	1.57	+1.40	8.27	78.35	+70.08
Translation of "IT" Pronoun	0.104	0.175	+0.071	0.73	1.87	+1.14	36.52	93.5	+56.98
Total	0.062	0.153	+0.090	0.33	1.58	+1.25	16.38	78.8	+62.42
Translation of Words with multiple meanings	0.152	0.179	+0.027	1.50	1.94	+0.44	74.97	97.08	+22.11
Translation of Phrasal verbs	0.139	0.181	+0.042	1.31	1.96	+0.65	65.62	97.97	+32.35
Total	**0.146**	**0.180**	**+0.035**	**1.41**	**1.95**	**+0.55**	**70.30**	**97.53**	**+27.23**

From the Table 10 showed the comparison between pretest and posttest. The findings pointed out that the overall samples had a better level of knowledge and understanding of grammatical and lexical aspects applying the grammar-translation method. The knowledge and understanding in five grammatical aspects of the posttest increased. The students demonstrated improved knowledge and understanding when comparing level of knowledge and understanding in pretest and posttest. The results showed that the passive voice aspects were 16.54% in pretest and 76.38% in posttest. Tense aspects were 18.5% in pretest and

increased to 79.31% in posttest. The connective aspects were 2.05% in pretest and 66.46% in posttest. The pronoun aspects were 8.27% in pretest and 78.35% in posttest. Similarly, the 'it' pronoun aspects were 36.52% in present and in the posttest, it was 93.5%.

The students' knowledge and understanding level in lexical aspects also improved after applying the grammar-translation method. The results pointed out that words with multiple meanings increased from 74.97% in pre-test to 97.08% in post-test, and the phrasal verbs increased from 65.62% in pretest to 97.53% in posttest. Obviously, the application of the grammar-translation method helped the samples to improve their knowledge and understanding level. Moreover, the samples had better scores on both aspects. When considering each aspect in detail, the result indicated that the level of knowledge and understanding in grammatical aspect increased to 62.42% ($\bar{x}$ = 1.25, S.D. = 0.090). In lexical aspects, level of knowledge and understanding increased to 27.23% ($\bar{x}$ = 0.55, S.D. = 0.035).

5. Discussion

The present study investigated the translation problems made by students majoring in English for International Communication, faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-Ok. This study also explored the usefulness of the grammar-translation method in solving the translation problems that students were facing. The results of this study revealed that before conducting the research, the samples had less knowledge and understanding level of English structure translation. The low level of knowledge and understanding caused many translation errors because the samples could not realize the appropriate meaning. The findings from this study were consistent to the findings of Yaisomanang (2020). Yaisomanang (2020) stated that if the students had a good understanding of grammatical structures, they could realize the hidden meanings within the sentence. If not, they conveyed an inaccurate or incomplete meaning. Moreover, Suksaeresup and Thep-Ackrapong (2009 cited in Chanwaivit, 2018) also insisted that the students mistranslated due to their low level of English skills, which caused an incorrect understanding of the meaning from the original sentence. Furthermore, the study of Tarigan (1990 cited in Simbolon, 2015) stated if the comprehension of students towards a language they are learning still lacks, the errors occur frequently. When comparing the score from the pretest and posttest, the errors decreased after applying the grammar-translation method as a teaching method. It is obvious that this teaching method is the basic concept of learning different language systems that can enhance the intelligence of learners. If the language learners understand the grammatical rules and the meaning of vocabulary, they made the grammatical rules easier (Angwattanakul, 1996 cited in Malikamas, 2013). Therefore, it is clear that this teaching method can help students understand the difference between English and Thai. Moreover, the findings of Milawati (2019), Mondal (2012), Wongranu (2017), Aqel (2013), and Elmayantie (2015) support the current results that the grammar-translation teaching can help the students who have low English competence to understand the correct use of English grammar and vocabulary.

6. Conclusion

The result of the study concluded that when the samples had a low English competence. As shown in the pretest, the samples made more errors in translation. On the other hand, when the

samples gained more knowledge and understanding on English grammatical structures and lexicon, they conveyed the accurate and effective meaning as shown in the posttest. Lastly, applying the grammar-translation method to improve the translation skill helped the samples to solve the translation problems.

7. Recommendations

There should compare the translation ability from Thai to English of L2 learners in different aspects such as reading, writing or other specific English skills.

Acknowledgements

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