Improving the Translation Competence of Grade 8 Students in Filipino Subject Through Contextualize (Habi-Wika) Strategy

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ABSTRACT

This study aimed to determine the effectiveness of contextualized HABI-WIKA strategy for the translation competence in Filipino subject of Grade 8 students at Bangcud National High School, school year 2025-2026. The primary goal of the study was to determine whether the HABI-WIKA strategy, a step-by-step framework focused on understanding context, analyzing vocabulary, and refining meaning, could improve students' translation competence. A quasi-experimental research design was employed, involving 53 students split into two groups: 27 participants who used the new strategy and 26 who followed traditional translation instruction. Data were collected through pre-tests and post-tests. Initial assessments confirmed both groups had nearly equal translation abilities, with average scores of 11.3 and 12.0 respectively. After the intervention, the group exposed to HABI-WIKA recorded a notable improvement, achieving a mean score of 17.3, while the other group only reached 11.9. The findings verified that this approach effectively enhanced translation competence among the students exposed. The study concludes that HABI-WIKA is effective and recommended for use in Filipino instruction. It served as a practical teaching tool that can be adopted in classrooms to improve instruction and learning outcomes, while also providing useful insights for further studies in language education.

Keywords: Quasi-Experimental Design, Contextual Understanding, Meaning-Based Translation, Language Learning Strategies, Language Instructions

INTRODUCTION

Translation is an essential skill in the Filipino curriculum, particularly in junior high school, where learners are expected not only to understand texts but also to convey meaning accurately between Filipino and English. However, classroom observations and assessment results in Grade 8 Filipino show that many learners struggle with translation due to limited vocabulary, difficulty identifying contextual clues, and a tendency to rely on literal or word-for-word translation. These challenges lead to inaccurate interpretations, weak comprehension, and low performance in tasks that require higher-order thinking. Research indicates that when students have limited vocabulary and weak contextual understanding, their translation accuracy decreases significantly (Bernales, 2018). In language classrooms, translation is increasingly recognized as an effective pedagogical tool that supports comprehension, vocabulary development, and deeper understanding of meaning across languages. Recent studies suggest that translation activities help learners develop lexical retention, contextual understanding, and metalinguistic awareness. A study conducted by Benmoqadem and Koumachi (2024) found that translation-based learning activities significantly improve vocabulary retention and learners' ability to understand contextual meanings of unfamiliar words. Furthermore, translation tasks encourage learners to analyze grammar, sentence structure, and semantic relationships, which contribute to overall language development. Likewise, Peng, Hu, and Bi (2023) noted that translation competence involves linguistic, strategic, and extra-linguistic skills that can be enhanced through structured instructional

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interventions.

Moreover, learner confidence and classroom engagement are important factors in developing translation competence. Research shows that students who possess higher self-efficacy are more willing to participate in language tasks, take intellectual risks, and 6 communicate their ideas despite the possibility of making mistakes. According to Haro Soler (2019), learners' self-efficacy in translation significantly affects their willingness to participate, collaborate, and apply translation strategies effectively during classroom activities. In addition, Lu, Wang, and Ma (2022) found that translation self-efficacy positively influences translation performance and learners' ability to seek relevant information, apply strategies, and solve linguistic problems independently.

Based on the researchers' classroom observations conducted at Central Mindanao University Laboratory High School, Grade 8 learners showed noticeable difficulties in translating English words, phrases, and simple texts into Filipino. Many students struggled in identifying appropriate Filipino equivalents of English vocabulary, understanding contextual meanings, and constructing grammatically correct translated sentences. During classroom discussions and translation activities, several learners appeared hesitant to share their answers and ideas due to fear of making mistakes. Others demonstrated low participation, limited engagement, and lack of confidence when asked to translate orally or in written form. These observations were further validated through discussions with the cooperating teacher, who also noted that students often rely on literal or word-for-word translation, resulting in inaccurate interpretations and incomplete expression of ideas.

Given these difficulties, there is a need for a structured, learner-friendly approach that helps students weave connections among vocabulary, context, meaning, and usage. 7 The HABI-WIKA Strategy will be designed to address this need by guiding learners through a step-by-step process for translation. In this strategy, H – *Understand First* (Halina't Unawain) encourages students to first read and comprehend the general meaning of the text, activating prior knowledge to build context. A – *Identify Important Words* (Alamin ang Mahahalagang Salita*)* focuses on identifying key or unfamiliar vocabulary and determining meaning using context clues, examples, or dictionaries. B –*Build Meaning* (Buoin ang Kahulugan) allows learners to paraphrase or restate the message in simpler sentences to ensure comprehension before translating fully. I – *Translate Gradually* (Isalin nang Unti-unti) involves translating the text sentence by sentence, considering grammar, clarity, and context rather than relying on literal translation. Finally, WIKA – Properly Organize and Clarify Sentence Structure (Wastong Inayos at Kinakalinawan ang Ayos ng Pangungusap) emphasizes reviewing, revising, and refining the translation to ensure accuracy, coherence, and preservation of the original meaning (Larson, 2018; Clemente & Javier, 2022).

Preliminary classroom experiences show that learners become more confident and accurate in translating when they follow a guided framework rather than translating instinctively or guessing meaning. Moreover, structured translation strategies have been found to improve comprehension, critical thinking, and language awareness (Molina & Albir, 2020). With the increasing presence of multilingual learners in Filipino classrooms, a strategy like HABI-WIKA also supports inclusive and step-by-step instruction that meets the needs of all students. With all of this dilemma and problem on the student's translation competence, this study would like to investigate the effectiveness of contextualize HABI Wika strategy to address problem on Grade 8 student in Bangcud National High School, School Year 2025-2026.

OBJECTIVES OF THE STUDY

1. What is the level of translation competence in Filipino 8 for those students exposed to HABI-WIKA strategy and those exposed to Non-*HABI-WIKA* strategy, in terms of;

a. Pre-test,

b. Post-test?

2. Is there a significant difference in the translation competence in Filipino 8 for those students exposed to HABI-WIKA strategy and those exposed to Non-*HABI-WIKA* strategy?

METHODS

3.1 Research Design

This study used a quasi-experimental research design to examine the effectiveness of the HABI-WIKA Strategy in improving the translation competence of Grade 8 Filipino students. This design was appropriate because the study relied on naturally existing class sections rather than randomly assigning students to different groups. The research follows a pre-test–post-test structure, wherein students' translation abilities are assessed before and after the intervention to determine the changes in their performance. The intervention involves the systematic use of the HABI-WIKA Strategy, which guided learners through a step-by-step process of understanding and translating a text.

3.2 Respondents of the Study

The respondents of this study were two intact Grade 8 sections in Filipino, composed of learners enrolled during the academic year 2025–2026. Filipino 8 learners were included to obtain a comprehensive understanding of the translation difficulties experienced at this grade level, using the *HABI-WIKA* strategy. One group was assigned as the experimental group exposed in *HABI-WIKA* and the other group was exposed to the Non-*HABI-WIKA*.

Initial classroom observations and assessment results indicated that many Grade 8 students encountered problems when translating texts between Filipino and English. These challenges were evident in their written activities, quizzes, and class recitations, where students frequently struggle with selecting appropriate vocabulary, understanding sentence patterns, and conveying accurate meaning. To gain deeper insights, particular attention was also given to students who scored lowest in the pretest. These learners exhibited pronounced difficulties in vocabulary, grammar, and meaning comprehension, making them an essential focus for evaluating the effectiveness of the translation enhancement strategies.

By including the two sections of grade 8 students and closely monitoring those with the most significant translation difficulties, the study aimed to accurately assess the impact of the intervention and determine how well it improved the translation competence and Filipino language proficiency of learners at Bangcud National High School.

3.3 Data Collection Methods

To gather comprehensive and reliable information on the translation difficulties of Grade 8 Filipino students, the researchers began by securing the necessary permissions from Dr. Julie Ann A. Orobia, Dean of the College of Education, and Ms. Rosabella B. Onipa, Principal II of Bangcud National High School. A pre-test was conducted to determine the students' baseline abilities in translation, focusing on vocabulary recognition, sentence structure, contextual understanding, and overall accuracy in converting texts between Filipino and English. This diagnostic assessment established the learners' initial strengths and weaknesses prior to the intervention.

During the implementation of the HABI-WIKA Strategy, the researchers collected data through student worksheets, guided translation outputs, and performance tasks that reflected each step of the HABI-WIKA process: Halina't Unawain (Come and Understand), Alamin ang Mahahalagang Salita (Identify Key Vocabulary), Buuin ang Kahulugan (Construct Meaning), Isalin nang Unti-unti (Translate Gradually), and Wastong Inaayos at Kinakalinawan ang Ayos ng Pangungusap (Organize and Clarify Sentence Structure Properly). These materials served as continuous evidence of students' progress as they applied the systematic translation approach.

3.4 Data Analysis

The data from the pre-test and post-test were analyzed using simple statistical tools. The researchers looked at the average scores (mean), as well as the highest and lowest scores, to see how the students performed before

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and after the use of the HABI-WIKA strategy. These results were shown in tables to make it easier to compare the performance of the two groups, the HABI-WIKA group and the non-HABI-WIKA group.

Range values were interpreted using the scale provided in DepEd Order No. 8, s. 2016, to describe academic performance.

Rating	Descriptive Value	Description	Qualitative Interpretation
90-100	Outstanding	If the students could get a score of 17 to 20	Very High
85-89	Very Satisfactory	If the students could get a score of 13 to 16	High
80-84	Satisfactory	If the students could get a score of 9 to 12	Moderate
75-79	Fairly Satisfactory	If the students could get a score of 5 to 8	Low
74 and below	Needs Improvement	If the students could get a score of 4 and below	Very Low

To find out if the difference between the two groups was meaningful, an independent samples t-test was used. This helped determine if the improvement in scores was real or just happened by chance. The pre-test results were used to check if both groups started at the same level, while the post-test results showed if the HABI-WIKA strategy helped improve the students' translation skills. The probability level for the tests conducted was set at 0.05. The use of the independent samples t-test at a 0.05 level of significance ensured a reliable basis for determining whether any observed differences between the HABI-WIKA and non-HABI-WIKA groups were statistically significant. This analysis provided clear evidence on whether the intervention had a meaningful effect on improving the students' translation competence.

RESULTS AND DISCUSSION

Level of Translation Competence of the Students Before the Intervention

Table 1 presented the descriptive statistics of the students' level of translation competence before the intervention (pre-test), comparing the *HABI-WIKA* and non-*HABI-WIKA* groups. The table summarized key statistical measures, including the mean, standard deviation, minimum, and maximum scores of each group. These indicators provided an overview of the students' initial performance and the variability of their scores prior to the implementation of the intervention. By examining these values, the table established a baseline for understanding the students' translation abilities and allowed for a clearer comparison of changes after the intervention.

Table 1: Pretest Descriptive Statistics of Student's Level of Translation Competence

GROUPS	MEAN	STANDARD DEVIATION	QUALITATIVE INTERPRETATION
Non-*HABI-WIKA*	12.0	2.31	Moderate
HABI-WIKA	11.3	2.11	Moderate

Legend:

Range	Descriptive Rating	Qualitative Interpretation
17 - 20	Outstanding (O)	Very High
13 - 16	Very Satisfactory (VS)	High

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9 - 12	Satisfactory (S)	Moderate
5 - 8	Fairly Satisfactory (FS)	Low
Below - 4	Needs Improvement (NI)	Very low

The data presented in Table 1 showed the pretest results of the students' level of translation competence in both the non-*HABI-WIKA* and *HABI-WIKA* groups before the intervention was introduced. Looking at the mean scores, the non-HABI-WIKA group obtained an average score of 12.0, while the *HABI-WIKA* group had a slightly lower mean of 11.3. Although there was a small difference between the two groups, the gap was minimal, which suggested that the students in both groups had nearly the same level of ability at the beginning of the study. In score distribution, the non-*HABI-WIKA* group had a standard deviation of 2.31, while the HABI-WIKA group had a standard deviation of 2.11. These values were close to each other, indicating that the spread of scores in both groups was almost the same. This meant that the students' performance within each group did not vary too much, and most students performed around the average score.

Both groups also recorded the same minimum score of 7 and maximum score of 16. This further showed that the range of scores was identical, meaning that the lowest and highest-performing students in each group were at a similar level before the intervention. This similarity in score range supported the idea that both groups were comparable at the start of the study. Based on the rating scale provided, the mean scores of both groups fell within the range of 9 to 12, which was described as "Satisfactory" and interpreted as "Moderate." This meant that, before the intervention, the students already had a basic but not yet advanced level of translation competence. They were able to perform translation tasks to some extent, but there was still room for improvement. The pretest results clearly showed that both the HABI-WIKA and non-*HABI-WIKA* groups started at almost the same level in terms of translation skills. This was an important finding because it ensured that any changes observed in the posttest could be more confidently attributed to the intervention rather than differences in the students' initial abilities. Both groups began on equal ground, making the comparison after the intervention fair and reliable.

The two groups demonstrated comparable baseline translation competence prior to the intervention. The minimal difference in mean scores (12.0 vs. 11.3) suggested that neither group had a significant advantage, reflecting an equitable starting point. Establishing this baseline equivalence was essential in quasi-experimental studies, as it ensured that any observed changes in outcomes could be more confidently attributed 17 to the intervention rather than pre-existing differences between groups (Stratton, 2019).

The close standard deviation values (2.31 and 2.11) indicated that the variability of scores within each group was relatively similar. This suggested that students in both groups had a consistent level of translation ability, with most performing near the average. According to Petrogiannis and Platsidou (2017), learners who exhibited similar performance distributions often employed comparable language learning strategies, which contributed to uniformity in skill levels within a group. This strengthened the reliability of comparing the two groups after the intervention.

The identical minimum and maximum scores in both groups further reinforced their comparability at the beginning of the study. This similarity implied that the range of students' abilities, from lowest to highest performers, was nearly the same. Langga and Alico (2020) emphasized that students in Filipino-to-English translation commonly shared parallel levels of proficiency and encountered similar challenges, particularly in structured academic settings. This supported the observation that both groups had equivalent preparedness prior to the intervention. The groups were classified under the "Satisfactory" or "Moderate" level of translation competence, indicating that students possessed foundational translation skills but had not yet reached advanced proficiency. As noted by Langga and Alico (2020), learners at this level were generally capable of basic translation tasks but might have struggled with more complex linguistic and contextual elements. This highlighted the need for instructional interventions aimed at improving higher-order translation skills.

The pretest findings confirmed that the two groups were statistically and functionally equivalent at the outset. Consistent with quasi-experimental research principles, this equivalence provided a strong foundation for attributing any significant differences observed in the posttest to the effectiveness of the *HABI-WIKA* intervention rather than initial disparities in student ability (Stratton, 2019).

Level of Translation Competence of the Students After the Intervention

Table 2 presented the descriptive statistics of the students' level of translation competence after the intervention (post-test), comparing the HABI-WIKA and non HABI-WIKA groups. The table included key statistical measures such as the mean, standard deviation, minimum, and maximum scores for each group. These values 18 provided an overview of the students' performance following the implementation of the intervention and indicated the extent of variation within each group. The results shown in the table helped determine the effectiveness of the HABI-WIKA intervention by allowing a comparison of post-test outcomes between the two groups.

Table 2: Posttest Descriptive Statistics of Student's Level of Translation Competence

GROUPS	MEAN	STANDARD DEVIATION	QUALITATIVE INTERPRETATION
Non-*HABI-WIKA*	11.9	1.85	Moderate
HABI-WIKA	17.3	1.78	Very High

Range	Descriptive Rating	Qualitative Interpretation
17 - 20	Outstanding (O)	Very High
13 - 16	Very Satisfactory (VS)	High
9 - 12	Satisfactory (S)	Moderate
5 - 8	Fairly Satisfactory (FS)	Low
Below - 4	Needs Improvement (NI)	Very low

The data presented in Table 2 showed the posttest results of the students' level of translation competence after the intervention was implemented. The results revealed a noticeable difference between the non-*HABI-WIKA* group and the *HABI-WIKA* group, especially in terms of their average scores. The non-*HABI-WIKA* group obtained a mean score of 11.9, which was very close to their pretest mean. This suggested that there was little to no improvement in their translation performance over time. Based on the rating scale, this mean score still fell within the range of 9 to 12, which corresponded to a "Satisfactory" descriptive value and a "Moderate" level of competence. This meant that while the students in this group were able to perform translation tasks, their competence remained at a basic level and did not significantly develop after the given period.

The *HABI-WIKA* group showed a strong improvement in their performance. Their mean score increased to 17.3, which was much higher compared to their pretest mean of 11.3. According to the rating scale, this score fell within the range of 17 to 20, which was described as "Outstanding" and interpreted as "Very High." This indicated that the students in the *HABI-WIKA* group were able to greatly enhance their translation competence. They did not just improve slightly, but reached a higher level where they could perform translation tasks more effectively and accurately. Looking at the variability of scores, the non-*HABI-WIKA* group had a standard deviation of 1.85, while the *HABI-WIKA* group had a slightly lower standard deviation of 1.78. These relatively low values suggested that the students' scores in both groups were closely grouped around the mean. Most

students in each group performed similarly, and there were no extreme differences among individual scores.

In score range, the non-*HABI-WIKA* group had scores from 8 to 15, while the HABI WIKA group had a higher range from 14 to 20. This showed that even the lowest performing students in the *HABI-WIKA* group performed better than many students in the non-*HABI-WIKA* group. It also indicated that the intervention may have helped raise the overall performance of the group, not just a few individuals. The posttest results clearly showed a significant improvement in the *HABI-WIKA* group compared to the non-*HABI-WIKA* group. While the non-*HABI-WIKA* group remained at a moderate level, the *HABI-WIKA* group reached a very high level of translation competence. This suggested that the *HABI-WIKA* intervention was effective in improving the students' translation competence. In simple terms, the strategy helped students perform better, understand translation more clearly, and achieve higher scores compared to those who did not experience the intervention.

The posttest results revealed that students who underwent the *HABI-WIKA* intervention reached an outstanding level of translation competence, with a mean score of 17.3. This finding was consistent with the argument that structured, strategy-based instruction led to meaningful gains in language performance. Magno et al. (2024) demonstrated that alternative teaching strategies employed by grade school teachers were important in enhancing motivation in learning the Filipino language among students with dominant English language use at home, suggesting that deliberate instructional approaches tailored to students' linguistic contexts effectively supported language development. The non-*HABI-WIKA* group showed virtually no change from pretest to posttest, remaining within the "Moderate" level of competence. This stagnation was attributed to the absence of targeted strategy instruction. Villanueva (2022) found that the application of extensive metacognitive reading techniques allowed students to

improve comprehension and understanding of complex texts, and that the use of the first language was significantly correlated with metacognitive reading strategies and had an impact on college students' reading comprehension performance. Without such metacognitive and strategic scaffolding, students were unlikely to move beyond baseline performance levels.

The marked difference in outcomes between the two groups further supported the idea that translation competence was not merely a linguistic ability but was deeply tied to higher cognitive processes. Ghaemi and Sadoughvanini (2020) found a statistically significant correlation between translation competence and higher-order thinking skills among undergraduate translation students. This implied that interventions like *HABI-WIKA*, which engaged students in active and analytical language tasks, were more likely to develop not just surface-level translation ability but deeper competence rooted in critical thinking.

Test of Significant Difference in Translation Competence

To determine whether there was a meaningful difference between the performances of the *HABI-WIKA* and non-*HABI-WIKA* groups, an independent samples t-test was used. The table was organized into several key parts. The "Test" column indicated whether the comparison was made using pre-test or post-test scores. This allowed the reader to see how the groups compared both before and after the intervention. The "t-value" represented the computed result of the t-test, which was used to compare the average scores of the two groups. The "df" referred to the number of values that were free to vary in the analysis, based on the sample size of both groups. Lastly, the "p-value" indicated the level of significance of the results, or whether any observed difference between the groups was statistically meaningful.

Table 3: Significant Difference of Student's Level of Translation Competence

TEST	t-value	df	P-value
Pre-Test *Non-HABI-WIKA ◂▸ HABI-WIKA*	1.10	51.0	0.278
Post-Test*Non-HABI-WIKA ◂▸ HABI-WIKA*	-10.85	51.0	<.001

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Legend:

Range	Descriptive Rating	Qualitative Interpretation
17 - 20	Outstanding (O)	Very High
13 - 16	Very Satisfactory (VS)	High
9 - 12	Satisfactory (S)	Moderate
5 - 8	Fairly Satisfactory (FS)	Low
Below - 4	Needs Improvement (NI)	Very low

Looking first at the pre-test results, the analysis showed that there was no statistically significant difference between the *HABI-WIKA* and non-*HABI-WIKA* groups, with a t value of

1.10 and a p-value of .278. Since this p-value was higher than the standard level of significance (0.05), it meant that any small difference in their scores was not considered meaningful. In simple terms, both groups were essentially the same at the beginning of the study. This supported the idea that the students started on equal ground, which was important because it made the comparison fair. However, the situation changed after the intervention. The post-test results showed a t-value of -10.85 and a p-value of less than .001, which was far below the 0.05 threshold. This indicated that the difference between the two groups was no longer due to chance; it was statistically significant. In other words, something meaningful happened that caused the two groups to perform differently after the intervention. The negative t-value gave an idea of the direction of this difference. It indicated that the *HABI-WIKA* group performed better than the non-*HABI-WIKA* group. This meant that students who were exposed to the *HABI-WIKA* strategy were able to improve their translation skills more effectively compared to those who were not.

Putting this all together, the results clearly showed a shift from no difference at the start to a strong and meaningful difference after the intervention. This suggested that the HABI-WIKA strategy played an important role in helping students overcome translation difficulties and improve their performance. More importantly, the improvement was not just slight; it was strong enough to be considered statistically significant, which strengthened the conclusion that the strategy was effective.

The statistical tool used in this study, the independent samples t-test, was a common method used in educational research. In simple terms, this test was used to check if there was a meaningful difference between the average scores of two separate groups. It was also called the student's t-test or two-sample t-test. This method worked best when comparing two different groups, like in this study: one group that used the *HABI WIKA* strategy and another group that did not. It also required that the data were fairly balanced and normally distributed (Akpan et al., 2023). Using this test was appropriate because the study compared two independent groups and examined their scores, which were measured numerically. This made the independent t-test a suitable and reliable tool for analyzing whether the *HABI-WIKA* strategy had a real effect on students' translation performance.

Looking at Table 3, the pre-test results ($t = 1.10$, $p = .278$) showed that there was no significant difference between the *HABI-WIKA* and non-*HABI-WIKA* groups before the intervention. Since the p-value was higher than 0.05, any small difference in their scores was not considered meaningful. In simple terms, both groups started at almost the same level. This result was similar to what local studies had found. Many Filipino students usually started with almost the same level of translation skills, but they often struggled because they were not exposed to clear and structured strategies (Langga & Alico, 2020). It also supported the idea of Abenir et al. (2019) that students' performance in translation was not only based on their natural ability; instead, it could improve significantly when they were properly guided and taught step by step.

After the intervention, the results changed significantly. The post-test results ($t = -10.85$, $p < .001$) showed a very strong difference between the two groups. The p-value was much lower than 0.05, which meant the result was not due to chance. In other words, something meaningful happened that caused the groups to perform differently. The negative t-value showed the direction of the difference; it meant that the *HABI-WIKA*

group performed better than the non-*HABI-WIKA* group. This clearly suggested that the HABI-WIKA strategy helped students improve their translation skills more effectively. This supported the idea that translation was not just something students naturally developed, but a skill that could be improved through proper teaching and practice (Bassnett, 2019; Almario, 2019). When students were guided and given structured activities, they were more likely to develop stronger translation skills.

When the pre-test and post-test results were compared, a clear pattern emerged. At the beginning, there was no difference between the groups. After the intervention, a strong and meaningful difference appeared. This showed that the *HABI-WIKA* strategy played an important role in improving students' performance. The results also suggested that traditional teaching methods might not have been enough to help students improve in translation. Without proper strategies, students might not have developed their skills effectively. This idea was supported by Bautista (2020), who emphasized that students needed guided instruction to improve their translation abilities. In addition, Meneses et al. (2023) highlighted that structured language teaching approaches were important in helping students develop stronger language and literacy skills.

The results in Table 3 clearly showed that the HABI-WIKA strategy was effective. It did not just create a small improvement; it led to a strong and statistically significant increase in students' translation skills. More importantly, it showed that with the right teaching approach, students were able to overcome difficulties and improve their performance in a meaningful way.

CONCLUSIONS

Based on the results of the study this are the conclusions can be made. Before the intervention, both the *HABI-WIKA* and non-*HABI-WIKA* groups had almost the same level of translation skills. In the pretest, their performance was described as "Moderate," which means they already had basic knowledge in translation but still needed improvement. The small difference in their scores showed that both groups started at the same level. After the intervention, the results became different. The group that used the *HABI-WIKA* strategy improved a lot and reached an "Outstanding" level. This means their translation skills became much better. On the other hand, the non-*HABI-WIKA* group stayed at the "Moderate" level and did not show much improvement. Both groups started the same, but only the *HABI-WIKA* group showed clear progress. This means that the *HABI-WIKA* strategy helped students improve their translation skills in Filipino.

Furthermore, the results showed that there was no significant difference between the *HABI-WIKA* and non-*HABI-WIKA* groups before the intervention. Both groups had almost the same level of translation skills in the pretest, which means they started on equal ground. However, after the intervention, a clear and significant difference was found between the two groups. The students who were exposed to the *HABI-WIKA* strategy showed a big improvement in their translation competence, while those who were not exposed to it showed little to no improvement. This means that the difference in performance after the posttest was not by chance. It happened because of the *HABI WIKA* strategy. The results showed that the *HABI-WIKA* strategy was effective in helping students improve their translation skills in Filipino.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are given:

1. Students are encouraged to practice translation more often, not only in school but also at home. They can try translating short sentences or stories, work with their classmates, and ask their teacher for help when they do not understand something.

2. Teachers may incorporate the HABI-WIKA strategy in their lesson plan to help students improve their translation skills. They can give easy-to-follow activities, guide students step by step, and allow them to practice more during class.

3. The school principal may integrate this in their LAC session in the school. During these sessions, teachers can share their experiences, ideas, and ways on how to use the strategy better in the classroom.

4. The future researchers may study the HABI-WIKA strategy using more students or apply it to other grade levels. They may also use it in other skills like writing or reading.

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