

CHAPTER I INTRODUCTION

A. The Background of the Study

Translation, as well as receptive and productive skills plays a significant role in developing students' English mastery. Researcher Ross (2000:61) states that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. In this process, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching. One of those very useful tools in teaching as proven by a significant number of research studies is translation promotes students' acquisition of difficult structures and elements in the target language.

The above statement implies that the use of translation in teaching will provide an opportunity for students that they are encouraged to practice reading, writing, vocabulary, grammar and speaking. This use may enable them to transform their knowledge of vocabulary and sentence structure into real use and convey a message or get the meaning across (Pan, Yi-chun: 2012). For that reason, translation is an aid to develop students' communicative skill, however the use of translation is often criticised based on two arguments.

First, translation should not be used in foreign language teaching because it is considered as a negative interference. Some practitioners opposed the use of translation, due to the existence of translation in second language teaching and learning practice uses the first language (L1) as a basis for acquiring a foreign language.

Cook (2009:119) claims the bad reputation that translation often has and the criticism surrounding its use in language learning are often based on past experiences of the Grammar-Translation Method, which was criticized for encouraging the use of translation exercises as the sole method of language learning.

In the 20th century, Grammar Translation Method (GTM) asserted that translation was highly thought of and used as an effective tool for learning a foreign language. However, some practitioners of the field began to oppose this method and challenged the inefficacy of its underlying and utility for training fluent speakers in English and resulted that the ability to speak the language was greatly felt. Accordingly, many teachers opted for eliminating the use of L1 and translation exercises in the L2 classroom contexts.

Mehrabi (2014:382) states the opponents of GTM firmly believed that the use of the mother tongue as counter-productive in the process of acquiring a foreign language, and consequently, the application of translation in the classroom could do more harm than good, preventing learners from expressing themselves freely in the second language.

Further, Shiyab (2006:115) says that translation should not be used in foreign language teaching because it causes language interference. Translation can inhibit thinking in the foreign language and can produce compound bilingualism rather than coordinate bilingualism. Besides, using translation in foreign language teaching can interfere in attaining automatic habits.

In addition, Duff (1994) reveals further reasons why teachers objected to the use of translation in foreign language classes. He stresses that translation is text-

bound and confined only to two skills, i.e., reading and writing. It is not a communicative activity as it does not involve oral interaction (productive skill). Besides, the use of the mother tongue is required, which is not desirable. It is not a productive use when the translation is founded on obliging learners to share their precious L2 use time the L1.

The stated theories are clear that the existence of translation is crucial for L2 students. Most teachers choose to use translation as their main goal in checking students' comprehension. The reasons vary. Some teachers say not all students can understand what teachers say or instruct because there are some weak students in classroom. Some also say that using translation saves time in explaining materials for students. On the other hand, that is not the goal of teaching and learning for acquiring a second language for students.

Unfortunately, when the use of translation in teaching and learning practice is claimed as something forbidden, it does not directly gives negative impacts for students. The use of translation in teaching and learning practice brings good than harm. Foreign language teachers have been reconsidering the use of translation for different learning purposes (Mehrabi, 2014:382). It was observed that translation could be used for pedagogical purposes along with other traditional language teaching activities.

Cook (2001) states that translation activities used in the process of L2 teaching can be viewed as a rich resource which, *if used judiciously*, can assist second language teaching and learning. The role of L1 is needed in acquiring the L2 but also have to recognize the importance of maximizing L2 use in the

classroom. Cook believes that being able to translate is a major component of bilingual communicative competence.

Furthermore, Cook (2010:16) states that translation has pedagogic advantages both for teachers and learners, [...]. It is both a stimulus and aid in the cognitively demanding task of acquiring a new language, and [...] for many language users it is a very practical and much needed skill. He also argued, when translation in teaching and learning is only appropriate for training translators can certainly be questioned, since translating is not the only aim of language learning, but “should be a major aim and means of language learning”.

To put it simple, translation helps students to improve the way they learn language. Translation is a teaching technique in which opens up a number ways to use it in classroom, such as teachers convey meaning, explain grammar and organize the class. And for students, it is their collaborative learning and individual strategy use.

The use of translation in Indonesia has actually been actualized in the teaching and learning practice. To achieve the goal of both receptive and productive skills, teachers have used translation to ensure that students understand toward what teachers explain. It is eventually helpful and useful, however teachers do not realize the usefulness of the translation. Further, there is no research on how translation used in the teaching and learning practice in Indonesia and the teachers' perception about the use of translation which claimed as an invalid tool of teaching and learning practice.

Based on the curriculum of 2013, there are four language skills which need to be learnt by the students i.e. listening, reading, speaking, and writing. In

addition, Johnson (2008: 278) mentions two conventional ways of dividing these four skills up. The first way is by dividing these skills into the medium: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing).

Reading is one of the receptive skills that needs to be acquired by students of senior high schools. It may contribute world information or schemata to understand the text which is new and may be useful for the readers. It is also a complex process to respond what the writer has written in texts by using knowledge and information owned by the reader. The key goal in reading is to make meaning from text. That is, to comprehend the information that is conveyed in the text.

Analytical exposition text is one of the text that students of Senior High School must learn. Wayan (2014:48) states, analytical exposition text uses linguistic features consisting of relevant grammatical patterns and vocabulary usages. Not only it, it uses a logical argument from a particular point of view. With regard translation, teachers have to use translation in teaching to help students in understanding the types of language in an analytical exposition text which may vary.

Considering the importance of reading skill, the teaching of reading in the classroom is very influential. The reading activities in the classroom should be meaningful for the students. In the process of reading a text, a reader must translate the text to get the meaning. Newmark (1988:11) states that the first job involving in translation is to read the original (the source text). He explains the

two purposes of the source text reading: first, to understand what it is about; second, to analyze it from a translator's point of view.

Based on the theory above, reading and translation is related each other. In the context of teaching, the teacher has to translate an English text in to the students' first language. S/he then transforms in to their second language. The process of transferring ease students get the intention of the writer and create a desire for communication. It also encourages students to be creative and contribute their ideas in the classroom.

Then, in the curriculum 2013, it uses a scientific approach as a teaching strategy using scientific steps in teaching subject matter at senior high school in Indonesia. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. In those stages, there must be a possibility of teachers teaching Indonesian students by using translation which contains detailed instructions for conducting students learning. Teacher usually uses other language unless English to make students begin the activities from observing to communicating.

The issue does actually help students in teaching and learning practice. Translation does actually come as a teaching technique of language teaching. It is always used in a teaching and learning practice to achieve the goal of learning.

Finally, after revealing the issues, the researcher conducted an observation in MAN Peanornor. Based on the observation, the teacher was dominant in using Indonesian instead of using fully English in teaching and learning. The teacher admitted the use of translation can help the learning that can be seen in the following below:

T : *Nah, di dalam teks ini, ada 3 unsur teks analytical exposition ini. There are 3 elements of analytical exposition text. The first is thesis. Thesis ini adalah sebagai pembuka suatu paragraf. Apa tadi thesis di sini?*

St 1: Pembuka paragraf, Bu.

T : *Dan biasanya ini berada di awal paragraf. Dan thesis ini adalah pandangan atau main idea of the writer about the text. Pandangan awal oleh penulis tentang teks. What is the next?*

St3 : Arguments. *Pendapat yang memperkuat pembuka kalimat, Bu.*

Based on the data above, the use of translation was conveying the meaning of words or sentences. It was seen that the students understood toward the teacher's explanation when the teacher explained by using Indonesian.

From the result of observation, using translation in the classroom is helpful. The researcher believes that not all students can comprehend what teacher says in the classroom when using fully English. To make sure that they grasp the materials given, the teacher needs a medium to connect an interaction between teacher and students. That is the first language of students. When the teacher speaks English first, then s/he has to speak Indonesian. The researcher believes, that is the way or technique to invite students more active and contribute their knowledge in the classroom.

In addition, as the experience of the researcher as long as conducting a practical teaching (PPLT) in SMP SW Angkasa Lanud Soewondo Polonia Ujung at November 2017, the English teachers used translation in teaching and learning

practice. They said, using translation or other language as their tool to explain the material is really helpful, because students will not understand to what they have explained. Moreover, the quality of students in SMP SW Angkasa Lanud Soewondo Polonia Ujung is still low and poor of English.

Furthermore, other teachers in other schools in North Tapanuli claimed that using translation facilitated the learning and connected the interaction of teacher and students. The goal of teaching and learning is making students understand to the topic given by teachers. If the teachers used fully English, they let their students did not get anything in the learning. When the students did not grasp the materials given by teachers, it would then bring the failure to the teacher. One of the impacts of using fully English to foreign students who are poor of vocabulary in English was students make noisy in the classroom.

Therefore, the researcher intends to know whether or not the translation in teaching reading practice is used and thus, she is interested in conducting a research which focuses on analyzing the use of translation in teaching reading Analytical exposition Text.

B. The Problems of the Study

Based on the background of the study, the problems of this research are formulated as following:

1. How is translation used in teaching reading analytical exposition text?
2. Why is translation appropriately used in teaching reading analytical exposition text?

C. The Objectives of the Study

In line with the problems of study, the objectives of this research are

1. to describe the use of translation in teaching reading analytical exposition text.
2. to investigate the reasons of using translation in teaching reading analytical exposition text.

D. The Scope of the Study

This research focused on the analysis of scientific approach grade eleven at MAN Peanornor and the translation was English – Indonesian.

E. The Significances of the Study

It is expected that the findings of this study offer theoretical and practical significance.

Theoretically, the findings of this study later are expected to be useful for the enrichment for addition of some new theories and information in the area of how the teacher uses translation during the teaching and learning practice.

Practically, the findings can be references for other researchers, mainly university students who are willing to conduct the same research.