

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Language is a tool that human use to express their feelings or ideas to another human. Language can create the same thought between a human to another human. The language can be create from the body moves or sound of the mouth. This kind of interaction is called as communication. As a social beings, human use communication to build interaction to fulfill their needs. There are so many languages in the world. Every country has their own language and every language may rise from different culture and custom for each places.

English is one of language which is has very important role for international communication (Echevarria.2008). In Indonesian education system, English already taught or learned started from elementary up to senior high schools (Lauder, 2010). It means that English believed as important subject. It aims to provide students with sufficient knowledge that can be used as a means to pursue their field of specialization at university and at work.

The success of teaching language in Indonesia, at one point, is based on the effective ways and methods. To teach a new language to students is need effective ways to make them easier understand the meaning of each words. To get the meaning of each words, a teacher can started teach students to know the translation of each words from their mother language to English as the target

language. After translate the words, students will understand the meaning of a sentence and then they will be able to understand a paragraph. Translation will reduce misunderstanding between teacher and students while teaching and learning process held. Translation also make students pay attention to the teacher in order to avoid confusion.

Translation is an operation performed on languages: a process of substituting a text in one language for a text in another language (Catford, 1965, p.1). Translation has a big role in foreign language teaching in order to make students can add their ability to improve the fourth English skills which are speaking, writing, listening and reading. The more they know vocabularies, the better they can use their English. However, translation is often criticized into two different sides. The first side stated that translation bring more harm than good. The first argument came from Polio and Duff (1994) claimed that first language (L1) using in teaching language conflicts the target language (L2). Pan and Pan (2012) argue since translation, it is decrease the opportunities to have more vocabularies. It is because the learner will always depend to their first language. Harmer, 2001, Prodromou, 2002 also stated that target language is the only one medium to communicate to the learner in teaching language. In the other side, Nation (2003) believes that the use of L2 may cause embarrassment for some language learners. In other words, many shy learners and those who feel they are not good at the L2 may suffer from the exclusive use of L2 in the classroom. Students became afraid to speak or answer the teacher because they

do not understand the meaning of the teachers' question if it is not translated into their mother language. That is why, the first language using is still needed.

Alrefaai (2013) has showed the result of his research that translation in teaching and learning language process is useful. It can help the teacher to deliver the material easier. Most teachers stated that not all students can understand the explanation from the teacher if s/he use full English. Translation is the solution for teacher to solve this problem. The method usually used for teaching reading comprehension, writing activities and vocabularies learning is Grammar Translation Method (GTM).

The relevance of translation activities in English Foreign Language (EFL) classroom is well perceived in Duff (1989:7) which stated that translation is not only enhance the four language skills but also to develop accuracy, clarity and flexibility. The accuracy is the main element in both written and spoken production of learners. Widdowson (1978:20) also stated that when learner started to learn L2, they will still need their first language in their real communication life. It is needed to build the interaction with their friends, write the letters, decode signs and notices in the environment and to translate instructions.

The use of translation in Indonesia has been actualized in teaching and learning process for English subject. Most of the time the teacher cannot avoid the use of mother tongue in teaching and learning activities. This happens in some countries whose English is not their native language, including Indonesia. Usually, the teacher will explain the material in English and then repeat them

in Indonesian language. It is aimed to avoid misunderstanding between the students and teacher. Most teacher agree to mix their language while they were teaching rather than use full English. Unfortunately, when this technique of teaching and learning English claimed bring harm than good, actually it is not gives negatives impact to the learners. As long as the students understand and memorized the teacher's explanation, they even can improve their vocabularies. Most of the students agreed the teacher includes the first language in their English classroom as it positively helps them in learning the target language. In addition, the teacher supports the students' view because the inclusion of the first language in EFL classroom is considered a way to solve the students' problem in learning the target language. They can easily comprehended the learning material delivered in the first language rather than in the target language. In order to make it easier for students to understand materials, the teacher can direct students to read. Through reading activities, students have the possibility to find new vocabularies so they will try to find out the meaning of these words. In addition, students can also increase their knowledge beyond the explanation given by the teacher. There is also a lot of reading material, for example books or the internet that suits to their needs or the material they are studying.

Reading is one of English language skill which is needed to learn to improve the ability of students in practice English. Reading is a tool of communication in written language through the texts form. It is the most efficient way to gain information about many aspects of life, including science

and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Mickulecky & Jeffries (2004) say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences.

Since the new curriculum called K 13 (2013 curriculum) in Indonesia applied, scientific approach become the teaching strategy for education. 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). It means this is a technique to investigating the phenomena, acquiring, correcting and integrating new information. This is make the teacher allowed breaking the learning process into several steps in order to create the effective learning process. Not only focuses on the intelligence competence, teacher should be aware of students character during the process started. Kemdikbud (2013) and Hosnan (2014) state that there are five steps of how scientific approach applying

in teaching and learning process, they are observing, questioning, experimenting, associating, and communicating. These steps should be applied orderly so that the objective of learning the material can be achieved well. Teacher need to arrange a plane to applied the series of processes effectively.

Based on researcher's observation by doing an interview with a teacher in SMA N 1 Tigalingga, it was found that the students cannot comprehend the meaning of the text after they finished read the text. While reading, they also have difficulties such are pronounce the words, the meaning and correlate each paragraph. To help teacher deliver the material, translation can be found when teacher started explain the material. Not only for teacher, the translation also used by the students in order to understand the explanation they heard or text written by the teacher in the whiteboard. Translation help both teacher and students to understand the material and keep them in the same understanding for the topic they discuss in the classroom. The condition caused by the fact that the target language did not mastering well yet. Students' low English ability makes them need translation when studying. The teacher recognizes that the full use of English when teaching will make classroom conditions not conducive because students will not pay attention to the teacher. The teacher also recognizes that full use of English is only possible to use when opening or closing steps, while in the core process or explanation of the material, teachers are more likely to use the first language.

Based on the explanation above, the problem will discuss in the study is about translation as a tool to teach English that used by teacher especially for

reading skill. This study will be focus on how translation practice by the teacher in classroom interaction with the students. This study aim to prove that translation is a valid and effective method to teaching English for all skills, especially for reading skill.

### **B. The Problems of the Study**

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

1. How do the teacher use translation in teaching reading text for grade X students?
2. Why do the teacher use translation in teaching reading text for grade X students?

### **C. The Objectives of the Study**

Concerning the problem, this analysis is intended to achieve some objectives:

1. To find out the ways of translation used by the teacher in teaching reading text for grade X students.
2. To find out the teacher's reasons for using translation in teaching reading text for grade X students.

### **D. The Scope of the Study**

This study focused on the use of translation in teaching and learning process. The aspect observed from the way teacher use translation in teaching reading text.

### **E. The Significance of the Study**

This study expected to have both theoretical and practical contribution.

1. Theoretically, the findings are expected to enrich the theory of translation use in teaching English
2. Practically, the findings of the study are expected can be useful for:
  - a. The teachers, so they can improve their ability in teaching English especially for teaching reading skill

For those students who do the same research in order to add their references

