

CHAPTER I

INTRODUCTION

A. Background of the Study

Translation is closely connected to other kinds of language activity, which perform the same function *inter alia* communicative and are realized in the common basis in a system of a definite language. Any language is a system of symbols, signs that are actualized both in oral and written forms that depend on the psychological mechanisms used. Oral kinds of speech can be articulated and heard, whereas the written kinds of speech translation including are quite visible and perceived by eyes.

Translation is primarily connected with the ability to correlate visual, graphical images with sound and motor ones and later with semantic units. Then the semantic units are decoded into a word or words of another language where they are transferred into letters or combination of letters of another language system. Apparently, the same processes occur in such language activities as reading and writing.

Translation was an important part of English language teaching for a long time, but it has been abandoned since communicative methodologies became dominant. Interestingly, although translation was out of favour with English language practitioners, it has rather stubbornly refused to die in teaching of languages other than English (Cook, 2007).

Newson (1998) there are some of the main disadvantages of translation, such as ; Translation encourages thinking in one language and transference into another, with accompanying interference, translation is independent of the four skills which define language competence: reading, writing, speaking, listening, translation deprives teacher and learner of the opportunity to benefit from accruing advantages of working within one language, translation

gives false credence to the naive view that there is such a thing as simple word-to-word equivalence between languages, translation does not allow or facilitate the achievement of such generally accepted L2 teaching objective as ; emphasis on fluency in spoken language, attention on the controlled introduction of selected and graded structures (1960s style) or communicative competence strategies (1990s style), communicative language use, learner-centred language learning, absence of observable learning effect, either of new vocabulary or structural items.

In senior high school, the students are required to master the four language skill: speaking, writing, reading, listening and they have to know the language components grammar, vocabulary and pronunciation. Most of all, writing is the difficult one. Writing is a process of thinking from planning or drafting no revising. Tessema (2005:26) states that writing courses must focus on the specific writing purposes that are most relevant to students'needs. The importance of writing can be seen in people daily activities when they need to write short text such as memos, invitation letters, sympathy notes, brochures, articles, business letters, application letters. It also goes to the genre text like recount text,narrative text, report text,analytical exposition and many others. Most of them always feel difficult when students are asked to write them. They know the concept but less knowledge of good structure and the use of appropriate sentence.

One of text types which is taught in the eleventh grade of Senior High School is recount text. In learning this material,students sometimes find difficulties in understanding the requirements of recount text. They also sometimes find difficulty in writing their idea on the topic given, and choosing vocabulary they want to use to develop the text, and translating the text word by word into complete sentence.

These problems are also found by the researcher during her teaching practice program (PPL). All these conditions affect the students'achievement in writing and translating the recount text.

This study is conducted the preliminary observation in SMA SANTA MARIA MEDAN. This study gets the result by taking for the list of students' score of tenth grade of Senior High School in writing Recount text. Many students do not pass KKM (Kriteria Kelulusan Minimal) applied by the school in English subject that is 75. There are only 5 of 30 students who pass the KKM of the tenth grade science class and the data can be seen in table below

Table 1. Percentage of preliminary data.

no	KKM STANDARD	Number of Students	Percentage
1	>75	3	10 %
2	=75	2	6.66%
3	<75	25	83,33%

B. The Problem of the Study

Based on background above, this study is aimed to get the answers of following questions:

1. How is the use of pedagogical translation in writing recount text?
2. Why translation is used in the teaching process?

C. The Objective of the Study

In relation to the problem, the objectives of the study are

1. To analyze the use of pedagogical translation in writing recount text
2. To analyze why translation is used in teaching process

D. The Scope of the Study

This study is only limited in Tenth Grade Class of Science Class in SMAS SANTA MARIA MEDAN

E. The Significance of the Study

The finding of this study is expected to be relevant and useful as follow :

1. To analyze the students skill in translation especially in translating recount text.
2. To provide significant information for the English teacher in their teaching-learning process in translating recount text.
3. To help the next candidates of the teacher to get some information about the process of translation.