

CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the International languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten and Elementary School is widely taught as a local content, while in the Junior High School and Senior High School or Vocational School taught in more national and international content.

There are four main skills in English: reading, listening, speaking, and writing. Listening is considered as receptive skill, in which people need the ability to receive spoken language. Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear.

Listening is an important skill. Listening as a basic input material is very important for the students in learning English. It is highly a complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense

they are “creating the meaning” in their own minds. As Buck (1995) points out, the assumption that listeners simply decode messages is mistaken, “(M)eaning is not in the **text** (text = whatever is being listened to)—but is something that is constructed by listeners based on a number of different knowledge sources.” Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge. Listening is meaning based. When we listen, we are normally doing so for a purpose. Listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. To understand how listening works and how to teach it more effectively, start by thinking about your own listening. Many people get problem about the meaning itself when they listen something in different language. How they can get the meaning, it must be a problem. Because to master the foreign language, they need to know about translation.

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 science 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.

Translation is one of the branches of Applied Linguistics as part of the activities in communication among people with different languages. Translation

deals changing from of the source language into target language is used by the people to find out the meaning of language or source language into another different language or target language.

Early in the 20th century, according to the tenets of the Grammar Translation Method (GTM), translation was highly thought of and use as an effective tool for learning a foreign language. In GTM, the basis for acquisition of a foreign language was the use of first language. In other words, translation from first language into second language served as a reference system in learning the foreign language (Brown, 2000). However, some practitioners of the field began to oppose this method and challenged the inefficacy of its underlying 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.

Mehrabian (2014: 283) states that 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.

Furhter, 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.

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 student's comprehension. The teacher says that not all students can understand what the teacher says or instructs, because there are some weak students in classroom. The teacher also says 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 as second language for students.

Unfortunately, when the use of translation in teaching and learning practice is claimed as something forbidden, it does not directly give 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 purpose (Mehrabi, 2014:382). It was observed that translation could be used for pedagogical purposes along with other traditional language teaching activities. Pedagogical translation is an instrumental kind of translation in which the translated text serves as a tool improving the language learners' foreign proficiency. It is devoted to translation as an aid to teaching and 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 the 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 theory above, listening and translation are related each other. In the context of teaching, the teacher has to translate a listening task into the students' first language. She or/ he then transforms into their second language. the process of transferring ease students get intention of the writer and create a desire for communication. It also encourages students to be creative and contribute their ideas in the classroom.

Based on the resercher's observation at SMA Negeri 2 Kisaran, the teacher was dominant in using Indonesian instead of using fully English in teaching and learning. Using translation in the classroom is helpful. The teacher believes that not all the students can comprehend what the students listen by 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. If the teacher used full English, the teacher lets his/her 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.

The teacher admitted the use of translation can help the learning that can be seen in the following below:

- T : Finish?
 Sts : No, Ma'am.
 T : Do we need to repeat the audio? *Perlu diulangi?*
 Sts : Yes, Ma'am. One more Ma'am.. *satu kali lagi Ma'am*
 T : Once more? *Sekali lagi?* Ok. Only once more. *Hanya sekali lagi ya.*
 Sts : Yes, Ma'am. Once more.

Based on the data above. The use of translation was classroom management. It was seen that the teacher instructed the students by using translation of the first language of students in order to make the instruction clear and students weren't noisy in the class.

One of the impacts of using full English to foreign students who are poor of vocabulary in English was students make noisy in the classroom. The students still get problem about what they are listening for. And from the observation, the writer also found the data that before the teacher do the listening section. The teacher asked them to search the meaning of difficult word use dictionary. Accordingly, the problem discussed in this study pertains to the pedagogical translation as a tool in teaching the foreign language. Then, to conduct this research the researcher will focus on analyzing the use of translation in teaching listening.

B. Identification of Problems

Based on the background, the problems can be identified :

1. Not all the students can understand what they listen for because there are some weak students in the classroom. So, one of the impact of using full English to foreign students who are poor of vocabulary in English was students make noisy in the classroom.
2. The English teacher used translation in teaching and learning practice. Because it can connect the students with the material will be given.

C. The Problems of the Study

Through this study, the problems of the study are formulated as the following:

1. How is translation used in teaching listening at SMA Negeri 2 Kisaran ?
2. Why is translation used by the teacher in teaching listening at SMA Negeri 2 Kisaran?

D. The Objectives of the Study

The primary objectives of the study are:

1. to describe the use of translation in teaching listening for the eleventh grade at SMA Negeri 2 Kisaran
2. to investigate the reasons for using translation in teaching listening for the eleventh grade at SMA Negeri 2 Kisaran

E. The Scope of the Study

This research focuses on the analysis of using translation in teaching listening for the eleventh grade at SMA Negeri 2 Kisaran.

F. The Significances of the Study

The findings of the research are expected to provide information which may have theoretical as well as practical value for English teacher.

1. Theoretically

To give information to the readers that how is usefull about the use of translation in teaching listening comprehension.

2. Practically

The findings become reference for the English teachers especially in Senior High School in their attempts to increase students' learning process. And also it can be taken into consideration to create and/ or implement the method of teaching learning process.