

CHAPTER I

INTRODUCTION

A. The Background of the Study

Translations nowadays continue to be more important practices, especially in Indonesia, close to globalization era. Translation has a large benefit in developing knowledge or science and international exchange of culture. Catford (2009) defined translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Translation has an important role to make subtitle in a different languages. The translator must use appropriate translation methods to make good subtitles. Hatim and Munday (2004) defined translation as the process of transferring meaning a written text from source language (SL) to target language (TL). The equivalence of meaning between the source language (SL) and the target language (TL) has an important role, because not all the words in source language have the equivalent words in the target language.

In Indonesia, English as a foreign language that students must be learn in school, and translation help students getting knowledge from the source language. There are four major English skills that learner of foreign language needs to master such as Speaking, Reading, Listening, and Writing. The four language skills are related and connected to each other into two ways, which are the

direction of communication and the method of communication (spoken or written). One of the skills of English that we will analyze in this study is writing skill. Writing is an activity of finding ideas and thinking about the way to express and arrange a language into a statement the writers are demanded to show the thoughts and organize them into a good composition. Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. To write clearly, it is essential to understand the basic system of a language. In English, includes knowledge of grammar, punctuation and sentence structure. Students in Senior High School level must deal with many genres of text. One of the genres is narrative text. Rebecca (2003) states that a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson (2003) explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

One of text types which are taught in the tenth grade of Vocational School is narrative text. In learning this material, students sometimes find difficulties in understanding the requirements of narrative 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 word by word into complete sentence.

Based on preliminary observation that had been done by the researcher at SMK Broadcasting Bina Creative Medan, the teacher was dominant in using full Indonesian in teaching and learning. The teacher admitted the use of translation can help the learning that can be seen in the following lines below:

Teacher: Paragraf pertama di narrative text biasanya pengenalan tokoh. Siapa tokoh utama dalam cerita ini?

Students: Seekor semut dan belalang Miss.

Based on the data above, the use of translation in the classroom is not effective. The reason of using translation on such learning is not effective because the teacher explain the lesson by using full Indonesian without translating it into English. The researcher believes that not all students can comprehend what teacher says in the classroom when using full Indonesian. To make sure that they grasp the materials given, the teacher needs a medium to connect an interaction between teacher and students. When the teacher speaks their first language, then s/he has to speak English. The researcher believes, that is the way or technique to invite students to be more active and this contribute to their knowledge in the classroom. According to Tang (2002), the use of the own-language by both teacher and learners can be beneficial in the process and, sometimes, may even be needed for an increased understanding and acceptance of the second language by the learners. However, the use of the learners' own language is for clarifying

purposes and must not be the primary means of communication in the second language educational settings. Spada (2005) states that balance of students' first language and English must be achieved. Siregar, M (2018) states that 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.

The researcher believes if a teacher speaks students' first language, teacher can use examples from that language to illustrate he/she explanations in English. Sometimes students will understand English grammar better when they can see its equivalent in their first language. The researcher believes, using both languages with a fun way is the technique to invite students to be more active and contribute their knowledge in the classroom. Siregar, M (2018) stated that by using translation, it made the students communicating in both ways namely, into and from English as a foreign language. Thus, it was an effective method for the teacher to conduct translation in Teaching English in order that the students can master English skills and increasing their interest toward English itself.

Rodríguez and Oxbrow's (2008) defined that the use of translation is an undeniable truth that students translate naturally all the time. For this reason, it seems logical that the responsible use of mother tongue and translation as a teaching tool might be suitable to help learners increase their knowledge of language systems as well as to make useful comparisons between languages and to benefit their understanding of a foreign language. In addition, students find contrastive analysis between the language studied and their first language useful,

because it can influence their language acquisition to help them understand the similarities and differences between the two languages in terms of grammar and sentence construction. In this sense, students think translation skills help pay attention to and control distractions through contrastive analysis of the two languages (Leonardi, 2010; Vermer, 2010). Furthermore, Caballero Rodríguez (2010) states that students' reflections on the differences and similarities between the languages they translate, will help them better understand the interactions between languages, and therefore, to avoid some common mistakes. Therefore, students' reflections on their own learning and how successful the methods used by teachers will not only help the teacher in the development of our learning, but also improve the comprehensive abilities and performance of students later.

Pedagogical translation use assumed for practicing both oral and written skills use and translation activities can be conducted based on the teaching targets designed by the teachers. Bloom Taxonomy (1956) that was proposed by Benjamin Bloom states that the goal of teaching and learning that consists of three domains such as Cognitive Domain, which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills, Affective Domain contains behaviors that emphasize aspects of feelings and emotions, such as interests, attitudes, appreciation, and ways of adjustment, and the Psychomotor Domain (Domain of Skills) which deals with aspects of skills that involve nerve and muscular system functions (neuron muscular system) and psychic functions. This domain consists of set, imitation, habitual, adaptation and origination. This taxonomy is a criterion that can be used by teachers to evaluate

the quality and effectiveness of learning. If the teachers used full Indonesian, 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 full Indonesian to foreign students who are poor of English vocabulary is students will make noise in the classroom.

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

B. The Problems of the Study

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

1. How is translation used in teaching writing narrative text?
2. Why is translation appropriately used in teaching writing narrative text?

C. The Objectives of the Study

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

1. To investigate the reasons of using translation in teaching writing narrative text.
2. To describe the use of translation in writing narrative text.

D. The Scope of the Study

The scope of the study was to find out the use of translation in the teaching writing narrative text. This study will be conducted for tenth grade students at SMK Broadcasting Bina Creative Medan.

E. The Significances of the Study

The findings of the study are expected to be beneficial both theoretically and practically. At the theoretical level, the result of the analysis is expected to enrich the teaching of translation. The researcher also expects to achieve some significance for the readers, the researcher hopes that this research is able to enrich knowledge and comprehension about translation studies to the reader. This research can give benefit for all English Literature Students as their reference when they do a related research. Practically, the findings of this study are expected to be useful for:

1. The teachers:

The result of this study is aimed to help teachers find advantageous information based on the contents and findings of this study which related to the use of translation in teaching.

2. The other researcher:

This study is expected to give additional information for the next related study.