

# **TRANSLATION USED IN TEACHING WRITING PROCEDURE TEXT AT SMA YPK MEDAN**

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## **ABSTRACT**

This study aimed at describing translation used and reason in teaching writing procedure text at SMA YPK Medan. This study was qualitatively conducted that taken 3 English teachers of SMA YPK Medan. The data were collected by using an interview and observing the whole process of teaching writing procedure text. The findings of this study showed that there were 59 times of using translation found during three processes that they were conveying and checking the meaning of words or sentences, explaining the grammar and classroom management. It was also found that translation used in the scientific approach activity that experimenting, associating and communicating activity in teaching. The reason of using translation in teaching writing procedure text were facilitating communication, teacher-student relationship and the L2 learning. The findings of this study revealed that translation contributed to the study of foreign language teaching especially teaching writing skills.

*Keywords : translation, teaching and procedure text*

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## **INTRODUCTION**

Translation is a transposition of a text from one language (the source language or SL) into another (the target language or TL). Also Cattford (1988) defined translation as the replacement of textual material in one language (SL) by equivalent textual material in other language (TL).

Cook (2001) states that translation activities used in the process of L2 teaching can be viewed as a rich resources 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.

To put in simple, translation helps students to improve the way the learn language. Translation is teaching technique in which opens up number ways to use it in classroom, such as teacher convey meaning,

explain grammar, and organize the class. And for the students, it is collaborative learning and individual strategy use

The use of translation in Indonesia has actually been actualized in the teaching and learning process. To achieve the goal of both receptive and productive skills, teacher have used translation to ensure that students understand toward what teachers explain. It is eventually helpful and usefull, however teachers do not realize the usefulness of the translation. Based on the theory above, writing and translation are related each other. In the context of teaching the teacher translates a text or text using the students' first language they use.

Translation can help them learn the meaning of words in making procedure text. Procedure text is one of genres which are taught in written class. In writing procedure text, the students should be able to deliver their knowledge. To make learning writing procedure text easier to learn for the students, teacher can use the first language.

The use of translation in the classroom really helps students to write procedure texts. Their understanding is still low when the teacher uses full English when interacting in class. Students still have very low ability to write text procedures when the teacher does not use translation in the translation of procedure text. Teachers who use English fully will have an impact on students who do not understand the meaning of the word. Besides that, the goal in teaching and learning is to make students understand the meaning of the words conveyed.

## **REVIEW OF LITERATURE**

### **1. The Nature of Translation**

#### **a. Defenition of Translation**

Duff (1994) Translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and

relatives. Moreover, they mentally translate ideas from their mother tongue into English.

Leonardi (2009:143) Translation might provide a guided practice in reading. Before starting translating a text it “should be read carefully and analyzed in detail to determine the contents in terms of what, how and why it is said”.

#### **b. Translation in Teaching and Learning**

There is a weak and strong argument in the defence of the academic nature of TILT and against those who see it detrimental to language learning. The weak argument sees this academic dimension as no threat to the development of language use, and detrimental to other purposes of education. The purpose of education is to provide needed skills, promotes value and enables personal fulfilment

#### **c. Translation as a Language Learning Method**

Dagilience (2012: 124) states that translation as a language learning practice is admitted as an inappropriate in the context of foreign language. In addition, translation is ignored as a useful platform of language learning due to the activity is not communicative which is inappropriate to the common needs of language learning.

#### **d. Processes of Using Translation in Teaching**

Cook (2001: 414) concludes some particular instances when the teacher’s use of the students L1 can be helpful for the students on the EFL classroom. The processes of translation in teaching as following:

- Conveying and checking meaning of words and sentences.
- Teachers points out that this can be useful when explaining grammar.

Cook also writes that the L1 can effectively be used in classroom management including when organizing tasks and managing discipline in the classroom.

### **e. Reason for Using Translation in Teaching**

Tang (2002) often use L1 for low and medium proficiency level students in English classes to give instruction, explain meaning of words, explain complex ideas and explain complex grammar points. Students may understand better when the explanations of the subject matter are given on their own language.

Cook (2001) elaborate further by stating teacher should use L1 to convey meaning and organize classrooms. Students can use L1 for scaffolding (i.e building up the basic, from which further learning can be processed) and for cooperative learning with fellow classmates. Perhaps the biggest reason for using L1 in the classroom through, is that it can save a lot of time and confusion (Harbord, 1992).

## **1. Writing Theory**

### **a. The Nature of Writing**

Brown (2001: 335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

### **b. Processes of Writing**

Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

## **2. Nature of Teaching**

(Raimes, 1983) states that teaching writing is a unique way to

reinforce learning. Teaching writing is the process of transferring knowledge of writing from the teacher to the students. The teacher to do some actions to make the students know and understand about how to write something correctly (Browne, 1999). Talking about the teaching of writing in senior high schools, there are some relevant matters that need to be highlighted. They are the regulation of ministry of education in the form of content standard and the age range of senior high school students

### **3. The Nature of Procedure Text**

Knapp and Watkins (2005:153) state that the genre of procedure which is also called instructing is text which has purposes to tell someone what to do or how to do it. The similar definition states by Gerot and Wigle (1994:206) procedure text is text describe how something accomplished through a sequence of actions or steps.

Based on explanation above, it can be conclude that procedure text is a text how to get something done or made in a sequence of action.

The generic structure of procedure text are:

- a. Goal/aim: what is going to be achieved by doing some actions. It also becomes the title of text.
- b. Materials: tool and ingredient we need
- c. Steps: sequences action should be done to achieve the goal.

### **4. Teaching Procedure Text by Using Translation**

Regarding with translation, Leonardi (2011) claims that translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or University, as valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening.

In addition, Dagiliene (2012) states translation helps learners to acquire , develop and strengthen their knowledge and competence in the English language. Translation activities make students communicate both ways, into and form the foreign language.

## **RESEARCH METHODOLOGY**

. The researcher describe the facts concerning the object of the research, then analyzed about translation used in qualitative way. Lodico, et al., (2010:143) mention that qualitative research is a means of giving voice to the participants feeling and perceptions. This is based on the idea that knowledge is derived from the social setting and understanding it is a considered as legitimate scientific process. So, this study will be conducted at SMA YPK Medan. The source of data is three English Teachers , the data will be taken from utterances of three English Teachers during the teaching-learning process.

In collecting data , there are some steps taken by the writer, they are as follows: 1. Observing 2. Interviewing and 3. Recording. The collecting of data analysis as following: 1. Observing and making preliminary data. 2. Recording real class for teaching and learning process of writing. 3. Transcribing 4. Analyzing the transcript 5. The conclusion was drawn from the data have been collected.

## **DATA AND DATA ANALYSIS**

### **a. Data**

The data of this study were the words and sentences uttered by teachers. The researcher observed the teachers use of translation by seeing teachers words and sentences during teaching and learning process in August 2020.

### **b. Data Analysis**

The researcher collected the data by using observation, recording, and the list of interviews teacher based on theory Creswell (2008:179).

### **1. Translation Used in Teaching Writing Procedure Text**

From the three English teacher analyzed, the totally counted that there were 40 times of using translation found during the teaching and learning itself. The following table 4.1 will show the use of translation in teaching

writing procedure text.

**Table 4.1 The Use of Translation**

No	Teachers	Total	Percentages (%)
1	SB	17	29
2	MK	20	34
3	YN	22	37

From the table 4.1, it was found that the translation were used starting from the opening till the closing of teaching writing procedure text in 45 minutes. It was also found that the teacher 1 only used translation (English-Indonesian or Indonesian-English) for 17 times. When the material should be clearly delivered, teacher 1 decide to use mix language to students. While teacher 2 decided to use English then translated the material in to Indonesian and Indonesian for 20 times. Then, the teacher 3 used English and translated the material in to Indonesian to make it clear for 22 times. For more, using translation from each process is describe below:

**a) Conveying and Checking Meaning of Words and Sentences Process**

In this process, the teacher usually uses translation by explaining one English word or sentence in to the students first language. The process proposes to simply make students quickly understand toward material given. Based on the data, it is found that this process was used by the teacher. For instances, the teacher conveyed the meaning of words related to the meaning of words in the procedure text material

**b) Explaining Grammar**

It is necessary to use translation when teachers teaching grammar teaching because some teachers claimed that this was more time saving, that it enhanced the classroom environment including the students learning the and decreased the stress among the students. The nature of the grammar is actually difficulty. The use of translation will ensure that they would fully

understand the grammatical features.

Based on the data there is no data related to this process starting from the opening till the closing because the teacher just focused on the teaching the material. The teacher focused in the task of writing procedure text and discuss the question completely.

### **c) Classroom Management Process**

In this process, the L1 can effectively be used in classroom management including when the organizing task and managing discipline in the classroom. The teacher often instructed the students by using translation or the first language of students in order to make instruction clear and the teacher manage the class in order the students not noisy the class.

## **2. The Reason of Using Translation in Teaching Writing Procedure Text**

### **a) Facilitating Communication**

Based on the theory of Harbord (1992) facilitating communication means connecting the communication between the teacher and the students. It also deals with the students understanding and making the learning process becomes more effective. When the teacher feel the students were unable to fully understand the meaning of a text, the teacher might explain the meaning of material each word sentence by sentence.

### **b) Facilitating teacher-student relationship**

The relationship between them proves whether the students understand the material or not. The use of this can be seen as follows:

1. Hello good morning, my students how are you? *Selamat pagi anak anak apa kabar kalian semua?*
2. Before we start our lesson we pray? *Sebelum kita memulai pelajaran kita ada baiknya kita berdoa*
3. I hope all of you stay health and keep on sprit doing activity. *Tetap*

*semangat melakukan proses pembelajaran hari ini*

4. Any absent today? *Ada yang tidak hadir hari ini?*
5. Look at the materials. *Perhatikan gambarnya 1. Tepung 3 gelas 2. Gula 6 sendok makan 3. Garam 1 sendok makan 4. Pengembang setengah sendok makan 5. Susu 2 gelas.*
6. Ok look at the monitor just watching. *Sekarang perhatikan layar nya*

Based on the data above, the use of translation related to this reason were by teacher, it might be build the relationship between the teacher and the students when teaching and learning process. Then the students felt free to ask their teacher for any difficulties they encounter.

#### **c) Facilitating the Learning of L2**

Based on the theory Harbord (1992) facilitating the learning of L2 deals with achieving the target of L2 learning. In this respect the two languages complemented each other to convey the information the students. The use of this reason can be seen as follows:

1. How to do something. *Bagaimana melakukan sesuatu, bagaimana membuat sesuatu. Jadi ada tahap tahap atau cara cara didalam teks prosedur ini*
2. Here I will give you example for procedure text based general structure. *disini mam akan memberikan contoh teks prosedur berdasarkan struktur teksnya*

Based on the data above, the use of translation related to this reason were used by the teacher. It might help the students to understand the word and sentences better when the students first did not understand the L2 explanation. It was also used to make the learning could be processed. Thus, it might avoid some confusions.

## CONCLUSION AND SUGGESTION

### a. Conclusion

Based on the research results and discussions, there are two conclusions that can be drawn:

1. Three process of using translation; conveying and checking the meaning of words and sentences were counted from greeting until the end of English class that day. Conveying and checking the meaning of words and sentences was the dominant process that used by the teacher in teaching and learning process with 57 times. The second was classroom management 2 times.
2. There were three reason why teacher used translation in teaching, (1) facilitating communication, (2) facilitating teacher student relationship, (3) facilitating the learning of L2.

### b. Suggestion

In relation to be conclusion, the following are presented as the suggestions which useful for:

1. Readers and students of English Department, should conduct a more intensive and extensive translation in the context of teaching. This aims to help readers and students in translation who develop knowledge and competence in teaching English, so that the translation used is in accordance with their ability in learning.
2. Other researcher, who are interested in translation, should do some further study since it is one of the most intense language issues today that can be found in any medium such as text book.

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