THE USE OF TRANSLATION

IN TEACHING WRITING NARRATIVE TEXT

AN ARTICLE

By

ESTERINA SIPAHUTAR

Registration Number: 2143321012

ENGLISH AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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Disusun dan Diajukan oleh:

Esterina Sipahutar
NIM. 2143321012

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Menyetujui

Dosen Pembimbing I   **Dosen Pembimbing II**

Dr. Masitowarni Siregar, M.Ed.   **Dr. Anni Holila Pulungan, M.Hum.**
NIP. 19671102 199303 2 001   **NIP.19700522 200112 2 001**

Diketahui oleh,
Ka. Program Studi Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800552 200812 2 003

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*Esterina Sipahutar
**Masitowarni Siregar
**Anni Holila Pulungan
Universitas Negeri Medan

ABSTRACT

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This study aimed at describing the use of translation and investigating the reasons of using translation in teaching writing narrative text grade ten at SMK Broadcasting Bina Creative Medan. This study was qualitatively conducted that taken 2 English teachers of SMK Broadcasting Bina Creative Medan. The data were collected by using an interview and observing the whole process of the online teaching writing narrative text. The findings of this study showed that there were 73 times of using translation found during three processes that they were conveying and checking meaning of words or sentences, explaining grammar and classroom management. The reasons of using translation in teaching writing narrative 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 skill.

Keywords: translation, teaching and narrative text.

*Graduate Status
**Lecturer Status

A. Introduction

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).

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).

Based on the data from the observation that have been done, 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. 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.

This study was done to answer the following questions: (1) How is translation used in teaching writing narrative text? (2) Why is translation appropriately used in teaching writing narrative text?

B. Theoretical Framework

Cook (1998) concludes some particular instances when the teacher's use of the students' L1 can be helpful for the students in the EFL-classroom. Based on the Cook's theory are three particular instances that teacher use for students such as conveying and checking meaning of words and sentences, explaining grammar, and classroom management.

Harbord (1992) concluded that there are three reasons for using L1 in the classrooms. They are facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2. Cook (1998) elaborated further by stating teachers should use L1 to convey meaning and organize classrooms. Students can use L1 for scaffolding (i.e building up the basics, from which further learning can be processed) and for cooperative learning with fellow classmates. Perhaps the biggest reason for using L1 in the classroom though, is that it can save a lot of time and confusion (Harbord, 1992).

C. Narrative text

Anderson and Anderson (2003) stated that Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. The following are the social function, generic structure, and lexical grammatical features.

a. Social Function

The social function of narrative text is to make the audience or the reader think about an issue, teach them a lesson, or excite their emotions.

b. Generic structure

- Orientation (tells the audience about WHO is in the story, WHEN the story taking place and WHERE the action is happening)

- Complication (sets off a chain of events that influences what will happen in the story)

- Resolution (solve the problem created in the complication)

c. Grammatical Features

The grammatical features of narrative text:

- Nouns that identify the specific characters and place in the story.

- Adjectives that provide accurate description of the characters and settings

- Verbs that show the actions that occur in the story

- Time words that connect events, telling when they occurred.

D. Research Methodology

This study was qualitatively conducted that taken two English teachers of SMK Broadcasting Bina Creative Medan. The data were collected by using an observation of the process of teaching writing narrative text and an interview that the teachers were given 8 questions. Observing was used to observe the teaching and learning process in order to see the teachers used of translation in the classroom. Interviewing was used to get more data about teachers used of translation which helped to find out the objectives the study.

E. Findings and Discussion

Based on the result of observation and interview to the subject of the study, the researcher presents the finding of the study. From the two English teachers analyzed, the totally counted that there were 73 times of using translation found during the teaching and learning itself. For the first problem of study, it was found that the use of translation in teaching writing narrative text was used in the three processes such as:

1. Conveying and checking meaning of words or sentences

2. Explaining grammar

3. Classroom management.

These findings were similar with the previous study by Mohamed (2014). Those two teachers often used translation in the process of conveying and checking meaning of words or sentences that they wanted the students have a direct understanding towards the material. In the process of explaining grammar and classroom management, the teachers also used translation in order to lead the students do their study as well.

In addition, regarding with the reasons of using translation, the new findings of this study such as:

1. Facilitating communication

2. Facilitating teacher-student relationship

3. Facilitating learning

The use of translation from each process is described below:

1. **Translation Used in Teaching Writing Narrative Text**

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

        1) **Data of Teacher 1 (SA)**

            a) SA: Narrative text is a text that tells about an imaginary story in the past.

            Narrative text atau teks naratif adalah sebuah teks yang menceritakan tentang cerita khayalan di masa lampau atau di masa lalu.

            From the sentence above, it can be seen that the teacher uses the process of using translation to check the meaning of narrative text.

            a) SA: The social function and the purpose of narrative text are to amuse and teach people moral lesson with a story.

            Fungsi sosial dan tujuan dari teks naratif adalah menghibur dan untuk memberikan kita pesan atau nilai moral dari sebuah cerita.

From the sentence above, it can be seen that the teacher uses the process of using translation to convey the social function of narrative text.

1. **Data of Teacher 2 (AP)**

   a) AP: Today we are going to learn about narrative text.

   Jadi hari ini kita akan belajar mengenai narrative text.

   From the sentence above, it can be seen that the process of using translation that used by teacher is to convey what topic that will be studied.

   b) AP: So what is Narrative text?

   Apa itu narrative text?

   From the sentence above, it can be seen that the process of using translation that used by teacher is to check what is the meaning of narrative text.

Based on the data above, the process of conveying and checking meaning of words used by the teacher indicates that teacher wanted to enhance the students' learning as they could acquire a direct comprehension of the words as they already knew the meaning in the their first language. The use of translation in this process was making the students quickly understand towards the material of narrative text

because some of the students have some problems in understanding the meaning of the sentences uttered by the teachers in English.

b. **Explaining Grammar Process**

      1. **Data of Teacher 1 (SA)**

           a)   SA: Language features are linguistic elements contained in a text.

                Language features merupakan fitur atau unsur kebahasaan yang terdapat pada sebuah teks.

                From the sentence above, it can be seen that the teacher tells the meaning of language features so that students can understand the grammar used in the narrative text.

           b)   SA: Usually narrative text uses adverb of time like once upon a time, one day, a long time ago.

                Biasanya teks naratif menggunakan beberapa keterangan waktu seperti pada suatu hari atau pada dahulu kala.

                From the sentence above, it can be seen that the process of explaining grammar in this sentence is for making students understand about adverb of time that usually used in a narrative text.

2. Data Teacher 2 (AP)

a) AP: First, narrative text usually using a past tense.

Teks naratif biasanya menggunakan kata kerja yang terjadi di masa lampau.

From the sentence above, it can be seen that the teacher tells the tenses that are used in narrative text. This process of explaining grammar is for making students understand the grammatical features used in the narrative text.

b) AP: There is an adverb of time.

Ada keterangan waktu

From the sentence above, it can be seen that the teacher tells there are adverb of time used in narrative text. This process of explaining grammar is for making students understand the grammatical features used in the narrative text.

Based on the data above, the teacher used English then translate is into Indonesian when explaining grammar in order to enhance the students' understanding and increase their vocabulary about the specific grammatical features that they learned. If the teachers used full English, they could not guarantee that the materials delivered by them were processed in the students' mind.

c. Classroom Management Process

1. Data of Teacher 1 (SA)

a) SA: Now, look the examples.

Sekarang lihat contoh berikut.

From the sentence above, the process of classroom management of this sentence is giving an instruction for students.

b) SA: Next, your task is please write down a narrative text in your notebook. Then please upload it on our Google classroom until our learning time is over.

Tugas kalian adalah silahkan catat narrative text ini di buku catatan kalian masing-masing. Kemudian silahkan upload di google classroom kita sampai jam pembelajaran kita selesai.

2. Data of Teacher 2 (AP)

a) AP: I want to divide you in several groups.

Saya akan membagikan kalian ke dalam beberapa grup.

From the sentence above, the process of classroom management of this sentence is giving an instruction for students.

b) AP: I want you to analyze a narrative text and find out the generic structure and language features of a narrative text.

Saya ingin kalian menganalisa sebuah teks naratif beserta dengan

struktur umum dan fitur bahasa dari teks naratif tersebut.

From the data above, the teacher gives the student the task of writing a narrative text, which means that this process is carried out to organizing tasks to see if student understands the learning that has been given.

2. The Reasons of Using Translation in Teaching Writing Narrative Text

    a.   Facilitating communication

    1. Teacher 1 : SA

      a) SA: Don't forget to fill the attendance by writing your name on the Google classroom.

      Jangan lupa untuk mengabsen namanya di Google classroom.

From the sentence above the teacher wants to facilitate the communication with student by telling them to fill the attendance for making the learning process becomes more effective.

    b) SA: Today we are going to learn narrative text.

    Hari ini kita mau masuk materi Narrative text.

From the sentence above the teacher wants to facilitate the communication with student by telling them what they will learn today. This reason used for making the learning process becomes more effective.

2. **Teacher 2 : AP**

   a) AP: Today we are going to learn about Narrative text.

   Jadi hari ini kita akan belajar mengenai Narrative text.

   From the sentence above the teacher wants to facilitate the communication with student by telling them what they will learn today. This reason used for making the learning process becomes more effective.

   b) AP: Have you ever heard Malin Kundang, Pinokio, atau Snow White stories? Those are the examples of narrative text.

   Pernakah mendengar cerita Malin Kundang, Pinokio, atau Snow White? Itu merupakan contoh narrative text.

   From the sentence above, teacher wants to see the students their knowledge about what are they are going to learn so the teacher can increasing the students' understanding.

b. **Facilitating Teacher-Student Relationships**

   1. **Teacher 1: SA**

   a) SA: How are you today?

   Gimana kabarnya semua?

   From the sentence about, it can be seen that teacher asking student's about how was their health to build a natural relationship with the students.

   b) SA: I hope all of us are in a good health.

Semoga kita semua dalam keadaan sehat.

From the sentence about, it can be seen that teacher facilitate the teacher-students' relationship to build a natural relationship with the students.

2. **Teacher 2: AP**

   a) AP: Good morning my students.

   Selamat pagi siswa-siswi Miss sekalian.

   From the sentence about, it can be seen that teacher greet the to build a natural relationship with the students.

   b) AP: How are you today?

   Bagaimana kabar kalian semua?

   From the sentence about, it can be seen that teacher asking student's about how was their health to build a natural relationship with the students.

Based on the data above, it can be seen both 2 teachers were seen to facilitate teacher-student relationships. Based on the data above, the use of translation related to this reason were often used by teacher 1 (SA) rather than teacher 2 (AP) in order to make teacher-students relationship.

c. Facilitating the learning

Facilitating learn of L2 deals with achieving the target of L2 learning. In this respect, the two languages complemented each other in order to convey the information to the students.

To reveal the teachers' view in using translation as L2 learning practice, the teachers were given some questions, identifying their views to which they agreed or disagreed with translation. The respondents can be seen in the following:

1. Teacher 1 SA

Teacher 1 claimed that she used translation due to the students' lack of knowledge of vocabulary in English. The decision to use translation in English class when there are many students does not really understand to the materials given. Thus, she claimed that students more understand about the materials.

2. Teacher 2 AP

Teacher 2 claimed that she used translation in teaching when students didn't understand in English Thus, translation helps the students in learning process. She decided to use translation in teaching when she sees the materials are difficult for the students and they look confused. She claimed that students usually difficult to translate a text when they didn't know the meaning of the vocabulary and the meaning of the sentence Further, she claimed

that many benefits of using translation in teaching such as to know the meaning of the sentence and to make more understandable the meaning of the sentences.

F. Conclusions

The findings of the study confirm that:

1. Translation was used by the two English teachers in teaching writing narrative text in the process of conveying and checking meaning of words or sentences, explaining grammar and classroom management.

2. The reasons of using translation were facilitating communication, teacher-student relationship and the L2 learning. When the teachers used translation in teaching writing narrative text, it might facilitate the communication and achieve the target of L2 learning. Then, it also built the relationship between the teachers and students that the students may ask everything when they encounter.

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