

ABSTRACT

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Key Word: Teaching Writing, Translation method.

English has become one of the principle subjects. English subject in school generally is divided into listening, speaking, reading, and writing. English is a basic communication to face the global competition. English becomes the subject in the national curriculum.

Writing is one of the four basic language skills which plays important role in context of English teaching as foreign language in Indonesia. One of methods that can improve the students writing skill is translation method. This study deals with teaching writing through translation method at the eleventh grade students of SMAN 1 Geger Madiun. The main purpose of this research are: to describe the implementation translation method in teaching writing and the advantage translation method in teaching writing.

The research was qualitative approach and the subject was the eleventh grade students of SMAN 1 Geger Madiun. The instrument for collecting data were interview. Observation and documentation. In analyzing the collected data, the researcher applied qualitative data proposed by Milled and Hubberman covering data reduction, data display and conclusion drawing/verification.

The result of the research can concluded: first, the implementation of translation method in translation method in teaching writing divided into three activities done in the class. Preparation, application and evaluation. Preparation is an activity done by the teacher before teaching process. Application is an activity when the teacher enter classroom to present the material. Evaluation is an activity done by teacher to evaluate students' task. Second, the advantages of translation method can be conclude as follows: it can enrich students' vocabulary, help students in developing their writing skill and as a tool for students in applied their knowledge into practical use or in writing process. In other hand, through translation method, the students showed great interest to be active involved and participating in the teaching and learning process. The students were able to translate from source language into target language correctly.

CHAPTER I

INTRODUCTION

A. Background of the Study

English has an important role of jobs fields and education fields to provide the students with English learning as whole, teacher has to present all language skills that are identified as listening, reading, speaking and writing. All of language skill must be presented to achieve the whole understanding of English. So, that statement means that the teaching of English as a foreign language is to develop the students' ability using the language skills.

Teaching has important role in education, especially in SMAN 1 Geger in which there can be found interaction among teachers and students. In teaching English, the teacher of SMAN 1 Geger helps the students comprehend all language skill, one of them is writing skill. Helping students to comprehend the English language skill especially writing skill is not easy. The teacher have to use the appropriate method in teaching. Teacher, as an actor of teaching also need to use appropriate method as a tool to develop their teaching knowledge and ability. Based on pre field research, the researcher found that the use of many methods are also implemented by the teacher of SMAN 1 Geger in teaching English; one of them is translation method.

Teaching English especially teaching writing skill for the students of SMAN 1 Geger is not simple case. The students often have some difficulties in

producing word because the limited vocabulary that they have mastered and they still confuse to express their idea. In this case, the teacher tries to assist them in understanding and comprehending the vocabularies and all they need in mastering writing ability. Penny Ur stated that "the objective of the teaching of writing in foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own languages."¹ Therefore, teaching writing must be done comprehensively to help the students comprehend writing ability and skill based on their creativity.

Teaching is an activity that increases the knowledge which is done by teacher. Teaching English especially teaching writing is not easy for teachers because it needs some method, for example by using translation method. Teaching English by using translation method assume can make students have responsibility and help students to increase their ability in writing. Besides that, translation is a communicative tool to help students achieve real life tasks². Translation provides an opportunity for students to apply what they have learned by, for example enabling them to transform their knowledge of vocabulary and sentence structure into real use.

¹ Penny Ur. A course in English Language Teaching(Australia: Cambridge University Press, 1996), 142

² Yi-chun Pan and Yi-ching Pan. The use of Translation in the EFL Classroom. Philippine ESL Journal, Vol 9, July 2012. 5

Writing is one important English skill. Writing is productive skill that needs enough knowledge. Ability to communicate in writing is also main goal in teaching English. But, writing sometimes is being neglected. It caused writing skill is difficult to be mastered. Writing emphasizes on accuracy, coherence, cohesive and unity. Besides that, there are several aspects in writing such as punctuation, grammar, vocabulary that is important to be required.

After doing interview with students of SMAN 1 Geger, it can be seen that there are many students get some problem when they start to write. They are confuse to arrange sentence and do not enough vocabulary. Writing is a skill that need more practice in the process. The writing process is intended to provide a step by step model for writing so that the finished piece it can be.³ From the statement above, the researcher conclude that writing skill need more practice in the process and there are several aspect in writing should not neglected.

Based on the problem above, English teacher at eleventh grade of SMAN 1 Geger tried to apply different method to improve students' writing. The teacher uses translation method in teaching writing because can increase students' motivation in learning. According Yi chun and Yi-ching Pan "Translation is an efficient teaching method to facilitate students in the

³ Kathy Tuchman. Curriculum design for writing instruction: Creating standards based lesson plans and rubric. Corwin Press, Inc. 2005. 181

acquisition of foreign languages”.⁴ Through translation students apply their linguistic knowledge into practical use and raise students’ awareness of the similarities and differences in morphology, syntax, semantics and pragmatics between the two languages.

Translation method in teaching writing is necessary to be observed. Teacher assumes that while translating activities make students incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking⁵. Besides that several students feel that translation method is best way to help them. Translation also facilitates students’ quicker comprehension of the target language. Translation also provides an opportunity for students to apply what they have learned by, for example transform their knowledge of vocabulary and sentence structure in into real use.

This study takes place in SMAN 1 GegerMadiun when Mr. Santosa as an English teacher has been applying translation method in teaching writing. The title of study is Teaching Writing through Translation method at the Eleventh Grade Students of SMAN 1 GegerMadiun in Academic Year 2015/2016.

⁴Ibid. 4

⁵ Inga Dagiliene. Translation as a Learning method in English Language Teaching. Studies about languages. 2012. Pages 124

B. Focus of the Study

This study is focused on the use of translation method in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016.

C. Statement of the Problem

1. How is translation method applied in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016?
2. What is the advantages translation method applied in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016?

D. Objectives of the Study

1. To identify translation method process in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016.
2. To identify the advantages translation method applied in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016.

E. Significance of the Study

1. Theoretically
 - a. The result of this study will be useful and contribute to scientific treasure in the field of education.
 - b. This study can be used as information and reference for other researcher who want to conduct further research with similar research topic.

2. Practically

a. Students

After the teacher use translation method in teaching writing, the students can improve their performance and try to be better in their writing class.

b. Teacher

This study is expected to give contribution to teachers, particularly English teacher of SMAN 1 Geger in improving teaching writing using translation method.

c. Readers

This study is expected to give a contribution to readers, particularly the students of English department of STAIN Ponorogo in enriching references concerned with translation method in teaching writing.

F. Research Methodology

1. Research Design

In this research applies qualitative approach. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural settings in which such behavior occur. It does so by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratory or clinical/experimental settings.

Qualitative research seeks to understand the what, how, when and where of an events or an action in order to establish its meaning, concepts, and definitions, characteristic, metaphors, symbols and description.⁶ The data include interview transcript, field notes, photographs, videotapes, personal document, memos and other official record.⁷

Creswell stated that qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional.⁸ It means that qualitative research used to observe condition that the researcher as a key instrument.

In this research the data are collected naturally by observing the use of translation method in teaching writing in SMAN 1 GegerMadiun and by conducting an interview with the teacher of the school and observing in the class during learning process. The researcher plays a role as an observer and interviewer. Then, the data are analyzed and presented in a form of description.

2. Researcher Role

Qualitative research has actual setting as the direct source of data and the researcher is the key instrument. Creswell said, “The characteristic of

⁶ Mohammad Adnan Latief, *Research Method on Language an Introduction*, (Malang:UM Press, 2013) 75

⁷ Robert C. Bogdan. *Qualitative Research for Education: an introduction to Theories and Method*, (Boston: Pearson Education,2007), 5

⁸ John Creswell. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*.Third edition. London. Sage Publication.2009. xxiv

qualitative research is researcher as key instrument”.⁹ It means that researcher has a role as an actor and data collector. Qualitative researcher collect data themselves through examining documents, observing behavior or interviewing participants. Therefore, the researcher has to be involved himself in the process of data collection using all kinds of necessary instruments. The instruments used by the researchers themselves are called human instrument.¹⁰ For the researcher’s role, the researcher has many role here because the researcher became as key instrument.

In this research, the data is collected naturally by observing the implementation translation method in teaching writing at the eleventh grade students of SMAN 1 GegerMadiun in Academic Year 2015/2016. The researcher plays a role an observer and interviewer to collect and analyze data.

3. Research Location

This research conducted at SMAN 1 GegerMadiun in Academic Year 2015/2016. It located at Uteran 634 Madiun Street. Researcher choose this school for some reason:

- a. Translation method is applied in this school.
- b. There are no researcher who had conducted this research before especially concerning in translation method.

⁹John Creswell. Research Design: Qualitative, Quantitative and Mixed Method Approaches. Third edition. London. Sage Publication.2009. p.175

¹⁰ Mohammad Adnan Latief, Research Method on Language an Introduction, (Malang:UM Press,2013), 81

4. Data Source

Data source in the research is the subject where the data obtainable.¹¹

It means that data source in a research is subject where the data can be gotten.

Data include materials as the people doing the study actively record, such as interview transcripts and participants observation field notes.¹² In qualitative research, the data analysis does not use statistics that requires numerical data. Therefore, the data are collected and recorded in description.¹³

Based on statement above the data source in this research are headmaster, English teacher, staff, and the students of eleventh the grade of SMAN 1 GegerMadiun in academic year 2015/2016.

5. Technique of Data Collection

Qualitative researcher use a variety of technique (e.g., interviews, participation, photographs, documents studies, etc.) to record their observation consistently.¹⁴ The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured

¹¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta (PT Rineka Cipta. 2006). P.107

¹² Robert C. Bogdan, *Qualitative Research for Education: an Introduction to Theories and Method* (Boston: Pearson Education, 2007), 117

¹³ Mohammad Adnan Latief, *Research Method on Language an Introduction*, (Malang: UM Press, 2013) 78

¹⁴ William Laurence Neuman, *Social Research Method: Qualitative and Quantitative Approach*, (Boston: Allyn and Bacon, 2000), 170

observation and interviews, documents and visual materials, as well as establishing the protocol for recording information.¹⁵

Based on statement above, the researcher applies interview, documentation and observation as the technique of collecting data.

a. Interview

Interview is a method for collecting data. The researcher may obtain information by asking question to get some answer about what the researcher wants to know. In interview, the researcher conduct to face to face interviews with participants, interviews by telephone or engage in focus group interview with six to eight interviewees in each group.¹⁶ It is related with Sari Wahyuni stated that “Interviewing involves asking questions and getting answer from participants in a study”.¹⁷ It means that interview is a conversation between interviewer and interviewee with a purpose to get some information.

In this research, the researcher chooses in depth interview to acquire information about translation method applied and what the advantage using this method. The respondent of interview are some students and the English teacher in SMAN 1 GegerMadiun. The

¹⁵ John W. Creswell. Research Design: Qualitative, Quantitative and Mixed Methods Approaches, (California: SAGE Publication Inc, 2009).178

¹⁶ John Creswel, Qualitative Quantitative and Mixed Method Approaches. Second Edition. 214

¹⁷Sari Wahyuni, Qualitative Research Method:Theory and Practice.(Jakarta: SalembaEmpat,2012).25

researcher wants to know about how the translation method applied and the advantages translation in teaching writing.

b. Observation

This study researcher applies observation as a method for collecting data. Sari Wahyuni stated, "Observation is the selection and recording behaviors of people in their environment."¹⁸ It means that observation is an activity where researcher does in the field to collect data. Observation also fosters an in depth and rich understanding of a phenomenon, situation and/ or setting the behavior of the participant in that setting.

Researcher conduct direct observation to the school and get information directly related some implementation of translation method in writing class. This research observed the teacher when the teacher teaching use translation method. This data is referred by real situation and condition from school, so the researcher makes natural experiences there.

c. Documentation

According to Guba and Lincoln document is written form not record, and this is have a long time to use in research as a data source because document give benefit to try, to interpret, and to predict.¹⁹ Systematic research for relevant is important to any data collection and

¹⁸ Ibid, 21

¹⁹ Ibid, 216-217

documentary evidence is one of the ways in data collection to find the answer of research question.²⁰ So, documentation is important to used collect the data, to improve the research and to know the result of students in learning writing.

6. Data Analysis

Data analysis is the last process of the research before writing the report of the research. Data analysis in qualitative research is often more consuming. Qualitative data analysis is the process of collecting and arranging the data sources which is collected from the interview, field notes, observation, documentation and other sources as systematically as possible in order to make people easy to understand the research finding.²¹ Analysis data qualitative provide data to organize, classify, can make unity to develop the important point for other people. The data analysis is gotten when the researcher observes the object of research. It can be gotten from the observation directly or interview the informants. Data analysis can be completed and developed while researcher collects the data from the research object.

After getting the data, the researchers analyze that data through three steps: data reduction, data display and conclusion. In data reduction the

²⁰Bogdan&Biklen, *Qualitative Research for Education*, (USA:2007),59

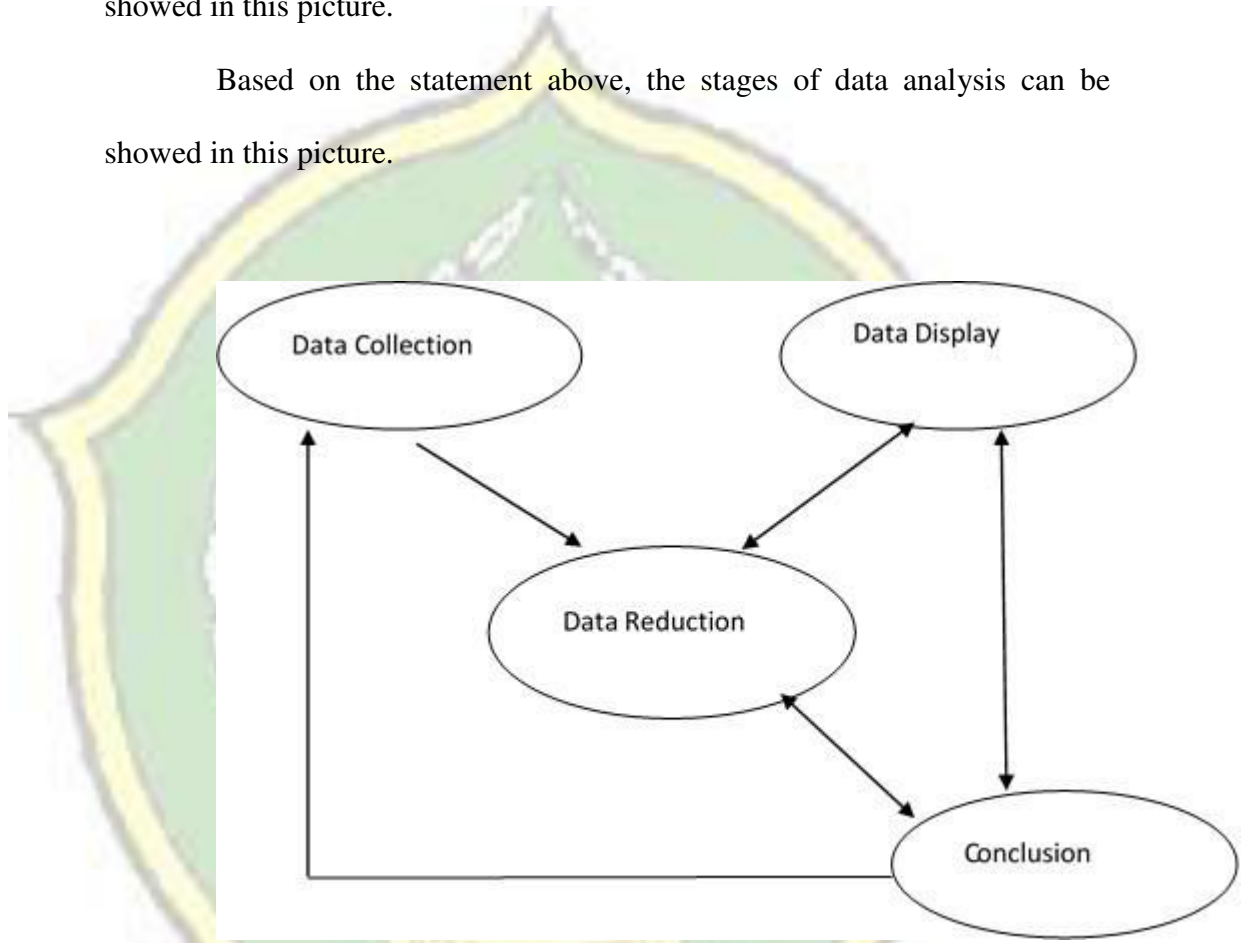
²¹Buku Pedoman Penulisan Skripsi, Kuantitatif, Kualitatif, Library, Ptk. Jurusan Tarbiyah. STAIN Ponorogo. P. 46

researchers choose and classify the data into some unit of particular concept.

A set of data reduction is also needed to be organized into display data.

Based on the statement above, the stages of data analysis can be showed in this picture.

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a. Data Reduction

Data reduction in qualitative research consist of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the

data in figures, tables or a discussion.²² Data reduction is a stage of summarizing, classifying and focusing in essential things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data will be analyzed.

b. Data display

On the central steps of coding the data (reducing the data into meaningful segments and assigning names for the segments), combining the codes into broader categories or themes and displaying and making comparison in the data graphs, tables and charts. These are the core elements of qualitative data analysis.²³ Data display is a stage of organizing the data into patterns of relationship. The data display can makes a conclusion. The conclusion can be in thick description.

c. Conclusion/verification

Validity of the data is updated concept of the concept validity. In this study the writers uses diligent observation techniques and triangulation. Triangulation is the social science conveys the idea that to establish a fact that researcher need more than one source information.

When triangulation made its way into qualitative research it carried its old

²² John W. Creswell. *Qualitative Inquiry and Research Design: Choosing among five approaches*,(London: Sage Publication,2007),148

²³ *Ibid*, 148

meaning that is verification of facts but picked up another. It came to mean that many sources of data were better in a study than a single source because multiple sources lead to fuller understanding of the phenomena.²⁴ While the technique of triangulation is a technique that utilizes data the examination of the data validity of something else outside of that data for checking purposes as a comparison that data. In this stage, the researcher makes a conclusion. The conclusion can in form of thick description the conclusion is the answer of the researcher problem that have been formulated

7. Checking of Data Validity

Validity of the data is an important concept of validity and reliability new concept. The level of data validity can be done by using technique:

- a. The strenuous observation. Its mean that the researcher finds the characteristics and elements in the situation that relevant issue.²⁵ The researcher can conduct it by observing the implementation of translation method in teaching writing of the eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016 for accurately and continuously.

²⁴ Robert C. Bogdan. *Qualitative Research for Education: an Introduction to theories and Method*, (Boston: Pearson Education,2007),115

²⁵Lexy J Moleong, *MetodologyPenelitianKualitatif*(Bandung: PT RemajaRosdakarya, 2000). 157

b. Triangulation. It is to make to study of the data investigated became more compressive. It is also keeps the study from accusation that is finding simply and artifact of single method, single data, source or simply.²⁶ In this study the researcher uses triangulation technique to investigated data of implementation translation method in teaching writing of the eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016. Its mean that the researcher checks the validity of collecting information through the different time and tool in qualitative method.

8. Research Procedure

In this research there are some process must be done by the researcher that includes planning, application and reporting.

a. Planning

Before doing the research activity, the researcher must prepare for research materials. This preparation in this research are: observe the location of the research, arrange the plan of the research, permission license from institution, approval, even research instrument.

b. Application

In the process of application, the researcher collecting the data in case study research is typically extensive, drawing on multiple sources of information, such as observation, interviews, documents, and audiovisual

²⁶ Ibid.

materials. Yin recommends six types of information to collect: documents, archival records, interviews, direct observations, participant-observations, and physical artifacts²⁷

c. Reporting

In this activity, researcher writes a research report about translation technique in teaching writing. The report include the process of translation technique in teaching writing and the implication of translation technique in teaching writing.

G. Organization of Thesis

In this organization of thesis, researcher described thesis design and divided thesis into five chapter. The sequence of the chapter is as follows:

Chapter I is introduction with the background of study, focus of study, statement of problem, objective of research, significance of study, research method and organization of thesis.

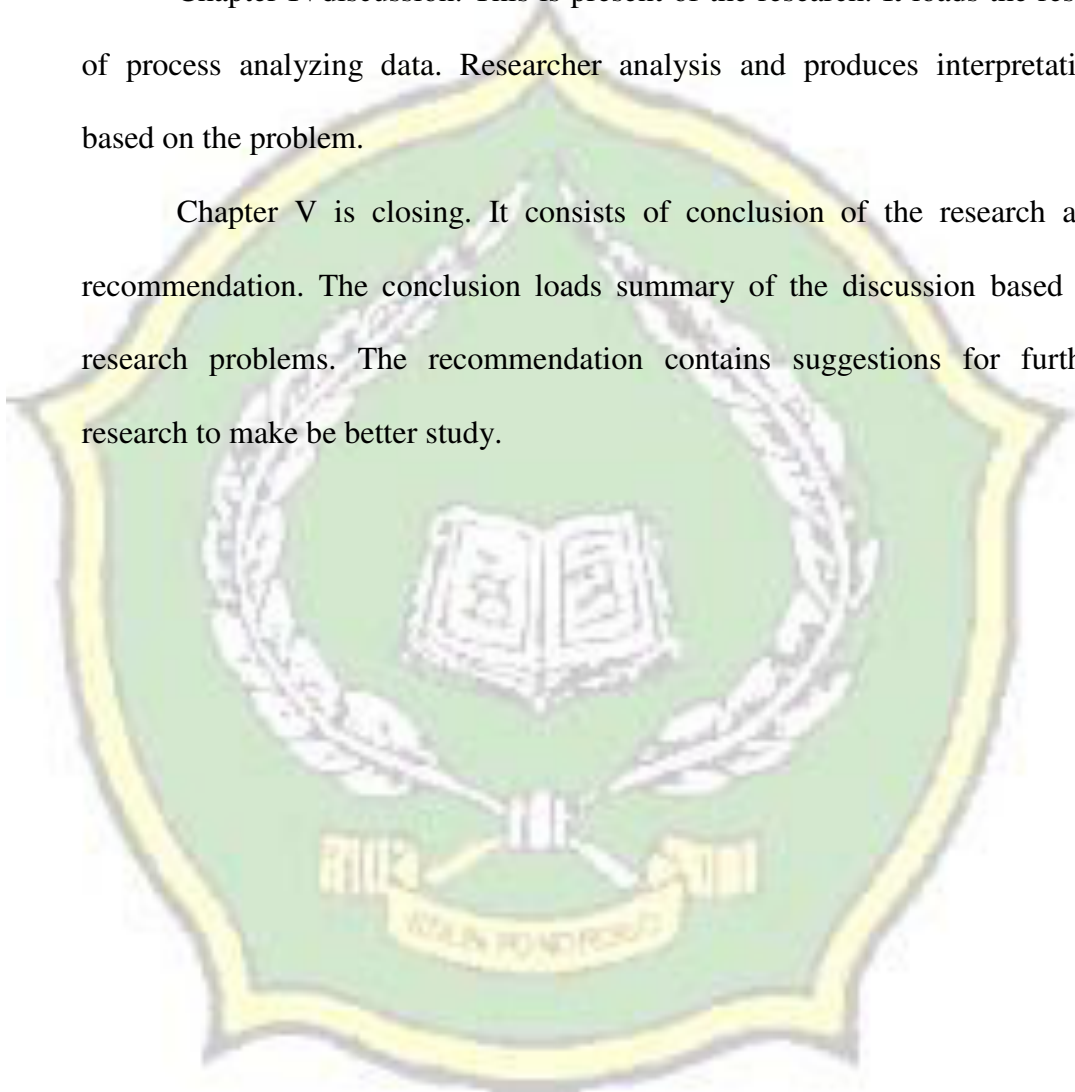
Chapter II is review related literature. It presents theoretical background and previous research finding. The theoretical background involves material related teaching writing and translation method. The previous finding concludes the result of previous studies that have similar cases with this research.

²⁷ Ibid, 75.

Chapter III is research findings. This is described of general data description that consists of information related with the location of research and specific data description.

Chapter IV discussion. This is present of the research. It loads the result of process analyzing data. Researcher analysis and produces interpretation based on the problem.

Chapter V is closing. It consists of conclusion of the research and recommendation. The conclusion loads summary of the discussion based on research problems. The recommendation contains suggestions for further research to make be better study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Writing

1. Definition of Teaching

Teaching is one of important activities in education. Teaching is a manner to help someone to learn about something. In teaching, teacher has to make a good interaction with students in order to present and transfer the material. According Brown teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²⁸ There is an assumption that teaching is a process to transform knowledge to the student.

The teaching is an activity of helping students how to learn subject matter and guide them to understand a new knowledge. In this case, the teacher has to give students an opportunity to construct new knowledge. Students must be involved in the teaching process. On the other words, teaching is a process of helping students to understand a new knowledge that they have never experienced and to achieve the better understanding of it. And also teaching is a process to give guidance the students to reach the goals. Teaching known as “Instruction” it means process that makes

²⁸ H Douglas Brown, Principles of Language Learning and Teaching (New York: Pearson Education Ltd,2000), Pages 7

someone do learning. Teaching is a media for learning process includes behavior individual changes through pre-planned.

Teaching is an exciting job. Today, many references help teachers to get some solutions of problems in teaching learning process. The teachers can use some references to find out some techniques of teaching in their classroom. On the other hand, teaching is not easy to do. The teacher should do much of his work before entering the classroom. It can be stated from the definition above that teaching is not just presenting information or knowledge to students, but it needs strategies and tactics. The teacher must decide what goals it would be best to teach and what strategies and tactics are best suited for teaching these goals.

2. The definition of Writing

Writing is a mental process of investing ideas, thinking about how to express them, to organize them, and to organize them into statements and paragraphs that will be clear to a reader.²⁹ Writing is combination of process and product. In writing skill, the students are expected to express thought, feeling, and opinions, to narrate events in the past, and to demonstrate control of vocabulary, syntax and grammar, punctuation and spelling.

²⁹ David Nunan, Practical English Language Teaching, (New York: the McGraw Hill Companies, 2003) p.88

3. Teaching Writing

The most important reason for teaching writing is a basic language just as important as speaking, listening, and reading. Through writing, English language learners are able to convey message to the readers across places and time using a written form English foreign language.

The purpose of writing, in principle in the expression of ideas, to convey a message to the reader. On the other hand, the writer, the writer needs also to pay some attention to formal aspect such as correct spelling, punctuation and other. There are three approaches in teaching writing.³⁰

a. As a means

Writing is widely used with in foreign language courses as a convenient means for engaging with aspect of language other than the writing itself. The example: the learner note down vocabulary, copy out the grammar rules, answer to reading and do written test.

b. As an end

As the micro level the practice specific written form at the level of word or sentence (handwriting or typing, spelling and punctuation) as the macro level the emphasis is on content or organization. Example: narrating story and writing a letter.

³⁰ Penny Ur, A course in Language Teaching: practice and theory, (New York: Cambridge University Press,1996), 162

c. As both means and end

A third kind of activity combines purposeful and original writing with the learning or practice some other skill or content. For example: a written response to the reading of controversial newspaper article (combine writing with reading).

The types of writing we get students to do will depend on their age interest and level. We will try to get students writing in a number of common everyday styles. These will include writing postcard, letter of various kinds, filling in form such as application, writing narrative, compositing, report, newspaper, we may also want to help students write type 'texts'.³¹

4. Principle for Teaching Writing

a. Understand your Students Reason for Writing

The greatest dissatisfaction with writing instruction comes when the teacher goals do not match with the students, or when teacher goals do not match those of school or institution. It is important to understand both to convey goals to students in ways that make sense of them.

b. Provide Many Opportunities for Students to Write

Writing almost always improve with practice. Practice writing should provide students with different types of writing as well.

³¹ Jeremy Harmer, How to teach English (England: Longman, 1998).80

c. Make Feedback Helpful and Meaningful

Students crave feedback on their writing, yet it does not always have the intended effect. Feedback should not entail "correcting" a student's writing. In order to foster independent writers, you can provide summary comment that instruct students to look for problem and correct them on their own.³²

5. Classroom Technique and Task

a. Brainstorming can be done individually or in pairs or groups of students.

In a brainstorming session, students list all the ideas they can think of related to a topic, either in writing or aloud, quickly and without much planning. If no topic is given, then the students can brainstorm possible topics. From the list of brainstormed ideas or topics, students can choose those they are most interested in, or feel they can write most proficiently about.

b. Word mapping is a more visual form of brainstorming. When students create word maps, they begin with an idea at the top or center of a blank piece of paper. They then think of related ideas or words and draw relationship with a series of boxes, circle, and arrows.

c. Quick Writing is where students begin with a topic, but then writes rapidly about it. From the piece of quickwriting, they then identify key ideas or

³² Ibid. p 92

interesting thoughts by underlining them. These ideas are then used in first draft or their essays.

d. Writing: drafting, feedback and revising. After students have developed their topics and ideas; it is time for them to write their first draft. They need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuation, or spelling. After have receive feedback, they then begin the process of revising their papers. Students will revise about process of reorganization, developing ideas. Teacher will not give feedback about grammar or spelling.

e. Proofreading and editing: before the final draft is turned in for evaluation, students should, read for mistakes in spelling and grammar, punctuation, and so forth. In this step, students are able to help each other to proofread and edit. It is important that students learn and edit on their own as much as possible. Teacher should not correct a students' draft by supplying all the correct forms of words, punctuation and so forth.

6. Writing Process

a. Step1: Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor or power writing (described) are all ways to generate ideas.

b. Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a

rambling, disconnected accumulation ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

c. Step 3: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

d. Step 4: Editing. This is the stage where grammar, spelling, and punctuation error are corrected.

e. Step 5: Publishing and Sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collecting of writing, school or class newspaper, school or class magazines.³³

7. Characteristics Good Writing

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in in order so that the reader can understand your ideas easily.

³³ Andrew P. Johnson. Teaching reading and writing: A guidebook for tutoring and remediating students. New York: Rowman&littlefield Publishers, inc. pages 192-193

b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences.

c. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentences.³⁴

B. Translation Method

1. Definition of Translation

There are some definition from some expert in translation. Translation is an efficient teaching method to facilitate students in the acquisition of foreign languages³⁵. It means that translation have important role in language teaching. According to Lin (2008) quoted by Yi-chun pan, is “expressing the sense of words or text in another language”. In general translation the process of transferring the message of source language (SL) into an equivalent target language (TL). Translation process requires linguistic and cultural understanding.

³⁴Cynthia A. Boardman &JiaFrydenberg. Writing to communicate: Paragraph and essay third edition (United States: Pearson Longman,2008) pages18-25

³⁵ Yi-chun Pan and Yi-ching Pan. The use of Translation in the EFL Classroom. Philippine ESL Journal, Vol 9, July 2012. Pages 4

2. Process Translation

In this part, we will discuss Newmark's approach to the process of translation of a source text into target text. Newmark operates with four levels of operation:

- a. Source text level: the source text itself and its immediate impression on the translator
- b. Referential level: the level of content of the text (technically the level of the conceptual representation)
- c. Cohesive level: the level where you aim at making a cohesive target text (and analyze the cohesion of the source text).
- d. Level of naturalness: the level of constructing a natural target text in an appropriate language.³⁶

3. Method of Translation

The translation method is better known as the grammar translation method. Translation method means teaching by translating the target language into mother tongue or the contrary of it. Translation method refers to the way a particular translation process is carried out in terms of the translator's objectives.³⁷

³⁶ Kim Ebensgaard Jensen. The process of translating. Basic of translation-spring 09. Aalborg university-SIS English

³⁷ Lucia Molina and Amparo Hurtado Albir. Translation Technique Revisited: A Dynamic and Functionalist Approach. Journal.UniversitatAutonoma de Barcelona, Barcelona, Spain. 2002. Pages 507.

Newmark as a quoted in translation journal SIS English list the following translation methods, which essentially fall along a cline of focus, one extreme being total focus on the source text/language and the other extreme being total focus on the target text/language:³⁸

a. ST/SL FOCUS (imitative translation) includes:³⁹

1) Word for word translation: preservation of word order and as literal translation as possible of individual words, including cultural words.

2) Literal translation: apart from as literal as possible translation of individual words, grammatical structures are converted into the nearest target language equivalents.

3) Faithful translation: stays, if possible within constraints of the grammatical structures of the target text, but draws on certain contextual factors.

4) Semantic translation: more emphasis on naturalness than in faithful translation, and translation of certain cultural words into neutral equivalent in the TL.

³⁸ SIS English. Journal Translation Strategies I: methods and procedures. Aalborg University. Basic Translation. 2010. Pages 2

³⁹DolarYuwono. Translation Strategy PPT. slide 16

b. TT/TL FOCUS (functional communication) includes:⁴⁰

- 1) Adaptation: the freest form of translation and more of target language/culture based interpretation of the source text than a translation as such, this is sometimes called document design.
- 2) Free translation: focuses on the content of the target text rather than the form, which means that the same content is expressed in the target text but with very different grammatical structure if need be.
- 3) Idiomatic translation: makes use of idioms and colloquialisms that are not present in the source text.
- 4) Communicative translation: aims at reproducing the exact message of the source text content wise and context wise but with emphasis on naturalness and acceptability/comprehensiveness to the target text readership.

4. The Positive Effect of Translation on Foreign Language

There are several positive effect of translation on foreign language such as: translation allows learners to facilitate their L2 learning through utilizing their native L1.

According to Husain, Prince and Baddeley, regard translation as a facilitator of students' language acquisition.

⁴⁰Shadia Yousef Banjar. Translation Strategies Practicum. Lane 462-CA-2011. <http://SBANJAR.kau.edu.sa/>. Accessed at 28 March 2016.

According to Lin, states that translation from L1 to L2 offers learners opportunities to apply what they have learned before for example, vocabulary and sentence structure into practical use.

According to Chellapan also contends that translation raises learners' awareness of the similarities and differences between the two languages. This is in turn facilitative for learners' discovering how to use grammatical structure correctly and vocabulary items appropriately. According to Chellapan, translation does not get in the way acquisition of L2 learning but instead helps learners, through contrastive analysis-a systematic comparison between two languages in terms of their morphology, syntax and semantics elude negative interferences from L1.

In summary, the basic requirement of learning is to incorporate new knowledge into old. Translation allows learners to facilitate their L2 learning through utilizing their native L1.

5. Translation as an aid in EFL Teaching

Translation can be used as a communicative tool to help learners get their message across to people of other languages.

According Husain there are three principles when incorporating translation into communicative language teaching. First, the teacher has to offer students opportunities to do translation in contexts, rather than in discrete sentence. Second, translation material to be must be authentic and

meet student needs, avoiding obsolete and extremely difficult subject matter and structure. Last and not least important, translation is used to increase students' awareness in recognizing the similarities and differences between two languages.

Translation is not the final goal of foreign language learning, but it can be a useful learning tool, by which students can grasp grammar, acquire vocabulary, comprehend text and develop listening skill.

Levenston likewise regard translation as an efficient teaching and evaluation tool in communicative language teaching.

Evidence, both domestically and abroad, has demonstrated that properly designed translation activities can enhance the four skills. The use of translation is a natural tendency for L2 learners, so the total eradication of its function is not so convincing. Translation should develop its highest function if it can be integrated with communicative language teaching.

6. Material for Translating

Selecting the material for the work, I try to take into consideration the following criteria:

- a.** It should reflect my students' need and be appropriate to their level.
- b.** It should be authentic (press, books, internet)
- c.** It should represent full range of styles and registers.

- d. It should illustrate the problems, challenges and strategies of translation in general.
- e. It should be interesting and translatable.

The length of the texts is also important: short texts for oral work in class, and longer ones for translation at home (mostly in writing).⁴¹

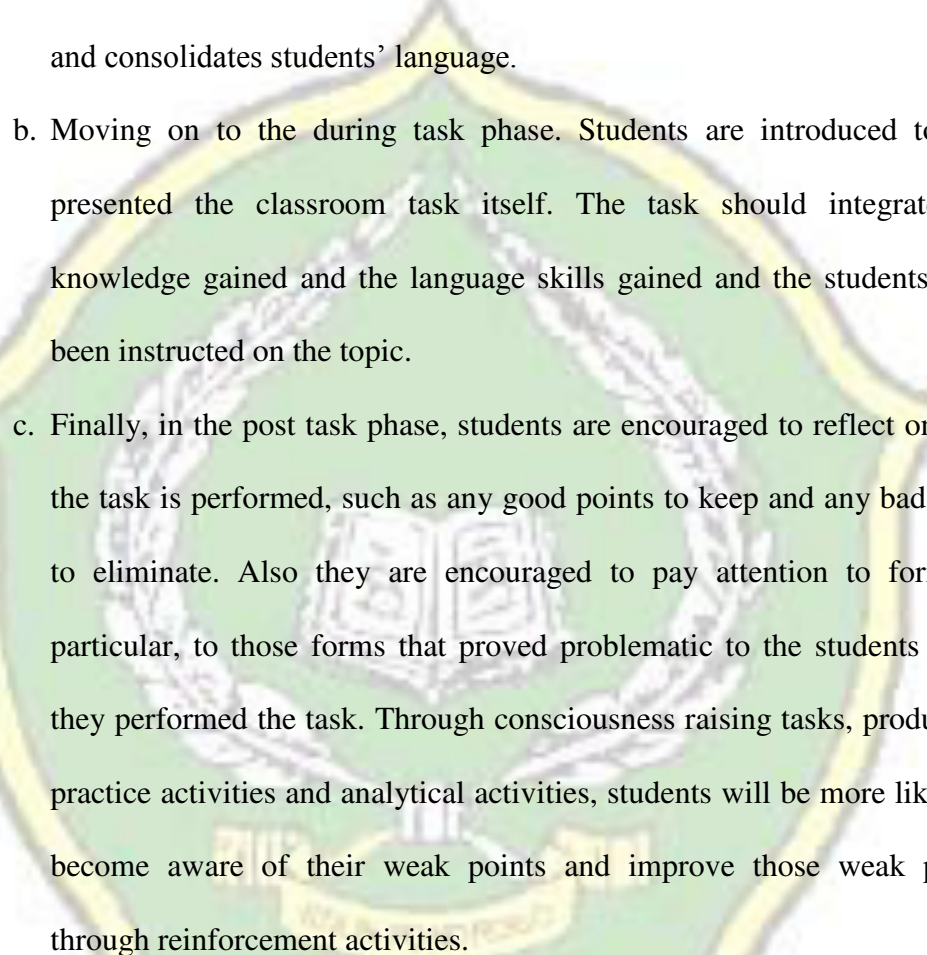
7. A Design Task Based Translation Method

Gonzalez Davies has proposed a combination of the task based approach and translation method. In her view, the task based approach appears to lend itself particularly well to use of translation in language teaching. The focus of the task based approach is on using language for communicative purposes. Similarly, translation pedagogy in the literature emphasizes the need to present translation as a communicative activity.

In the task based approach, students need to complete a task. Like other language activities, a task can engage productive or receptive and oral or written skills and also various cognitive process.

Nunan provides a three phase, model for developing a task based lesson: the pre task, during task, and post task phase.

⁴¹ Natalia Slepchenko. Teaching Translation Journal. Krasnoyarsk Teachers' training college#1.

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- a. The purposes of the pre task phase is to prepare students to perform the task. During the pre-task phase, teachers introduce the topic, set the context for the task, and teach key vocabulary and phrases needed to carry out the task. The pre task phase functions as a scaffolding that builds up and consolidates students' language.
 - b. Moving on to the during task phase. Students are introduced to and presented the classroom task itself. The task should integrate the knowledge gained and the language skills gained and the students have been instructed on the topic.
 - c. Finally, in the post task phase, students are encouraged to reflect on how the task is performed, such as any good points to keep and any bad point to eliminate. Also they are encouraged to pay attention to form, in particular, to those forms that proved problematic to the students when they performed the task. Through consciousness raising tasks, production practice activities and analytical activities, students will be more likely to become aware of their weak points and improve those weak points through reinforcement activities.

A task based translation method regards translation not as an isolated language element, but as an integrative skill necessary to help students to complete an assigned task.

C. Previous Study

The use of translation in the EFL Classroom. Yi-chun Pan and Yi-ching Pan examined that translation is an efficient teaching method to facilitate students in the acquisition of foreign language. In this paper also describe the beneficial using translation in EFL classroom. This paper attempt to justify the use of translation in EFL classroom, describing the role of translation in EFL learning, exploring how translation can be regarded as an effective teaching method to elevate students' language proficiency and demonstrating an incorporation of translation into task based activities.⁴²

Translation as a learning method in English language teaching. Inga Dagiliene examined on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. This journal claim that translation is a good tool in the English language learning course aimed at enhancement of students foreign language skills.⁴³

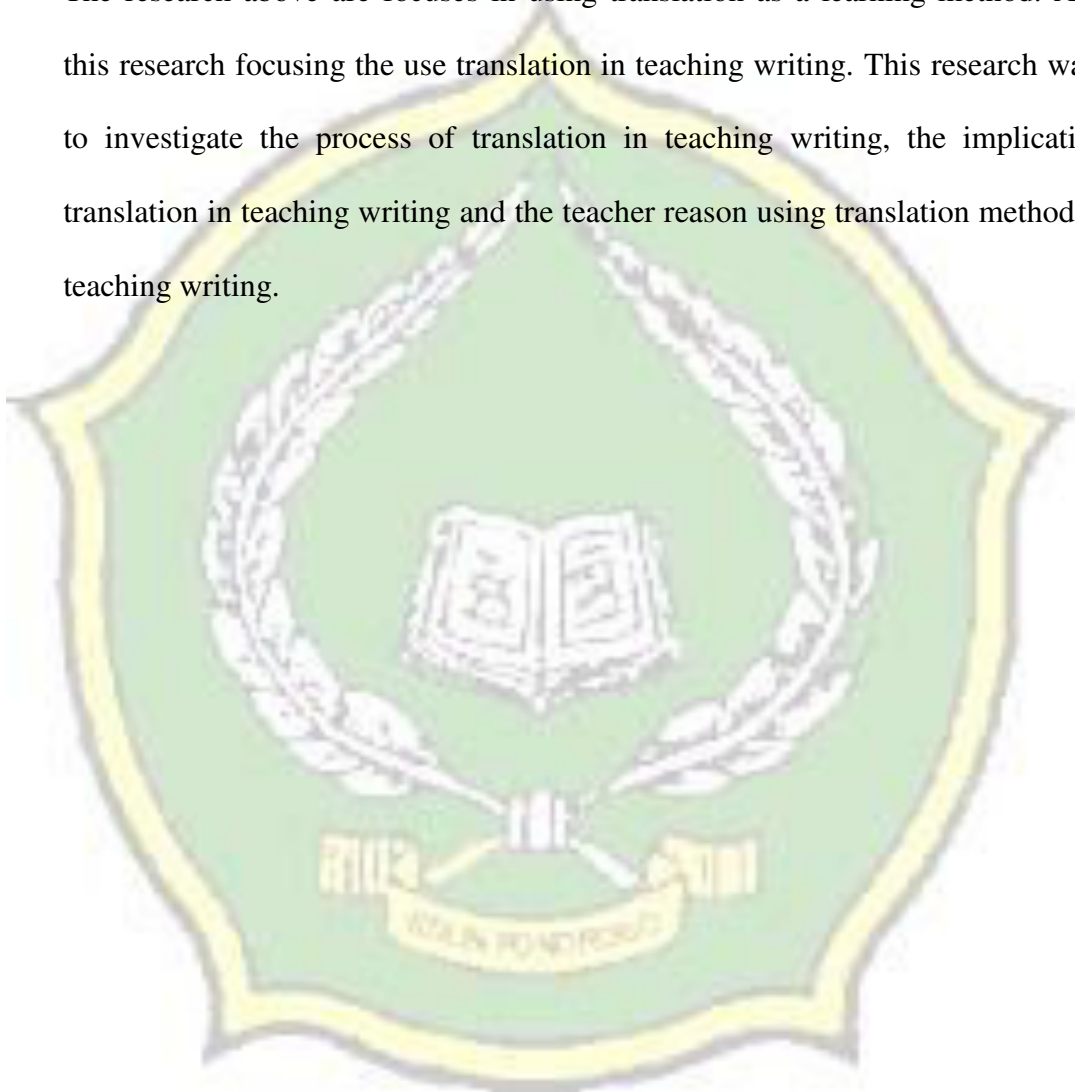
The grammar translation method and the use of translation to facilitate learning ESL classes. Cagri examined that translation is a useful device in the learning process of ESL learners, furthermore it is an aid to enhance foreign language proficiency. This paper focus on the translation method, comprehension

⁴² Yi-chun Pan and Yi-ching Pan. The use of Translation in the EFL Classroom. Philippine ESL Journal, Vol 9, July 2012.

⁴³ Inga Dagiliene, Translation as a learning method in English language teaching. Journal. 2012

and accuracy. This paper assume that translation method will make students understand the language system better.⁴⁴

Both of three research above give contribution to write this research. The research above are focuses in using translation as a learning method. And this research focusing the use translation in teaching writing. This research want to investigate the process of translation in teaching writing, the implication translation in teaching writing and the teacher reason using translation method in teaching writing.



⁴⁴CagriTugrul Mart. The grammar translation method and the use of translation to facilitate learning ESclasses.Journal of Advance in English Language Teaching vol 1 no 4.Department of Languages, Ishik University. Erbil Iraq. 2013. Pages 103

CHAPTER III

RESEARCH FINDINGS

A. General Data

1. The History of SMAN 1 Geger

A long time ago, starting from the consciousness of society in Madiunregency, particularly communities in southern of Madiun city about the importance of improving education, so the community is longing for the existence of senior high school institution, which at that time not any senior high school institution established/operating in the region. That is why every graduate of junior high school or MTS must go to the city of Madiun or other areas, if they want to continue their education to higher level, so that is need more time and cost.

The demand above turned out in line with government's program to establish / build new schools throughout Indonesia, as an effort to obtain equitable learning opportunities for school age children across the country. The government programs to establish new school immediately responded by the Madiun Country Local Government and society, primarily the people in Geger District with preparing the land or location of school construction and requirements as deemed necessary.

After all requirements are completely, then by the decree of the minister of education and culture number 0188/O/1979, that commencing from 1 April 1979, officially designated the opening or establishment of SMA Negeri Uteran together with 149 of other junior high schools and high throughout Indonesia.

On some way SMA Negeri Uteran has undergone several changes in name according to regulations, most recently by number decree of the ministry of education: 035/O/1997 dated March 7, 1997 in change to SMU 1 Geger and with the enactment of the national education law number 20 of 2003 then was called into SMAN 1 Geger.

SMA Negeri 1 Geger, received the first batch of student enrollment in the school year 1979/1980, which are grouped into 3 (three) classes / study groups. In the first year of SMA Uteran, before have entry list activity itself (DIK/ Daftar Isian Kegiatan), it was still holding to SMA Negeri 1 Madiun. And in the first years is still a lot of support from the prime school. But starting in the second year of SMA Negeri 1 Geger has to stand on its own.⁴⁵

⁴⁵ Look at documentation transcript number : 01/D/20-4/2016 at the appendix of thesis.

2. The Vision Mission and goal of SMAN 1 Geger

a. Vision of SMAN 1 Geger

School realize excellence in academic and non-academic based on the balance of iman and taqwa (IMTAQ), science and technology along with environmental knowledge.

b. Mission of SMAN 1 Geger

- 1) Do learning and counseling actively so student grow optimal as students' profession.
- 2) Grow the carrying out of the religion value, cultural and law so that become the source of wisdom in acting.
- 3) Pushing the growing of the spirit of healthy competition and quality to all citizen go to school intensively.
- 4) Applying participative management by entangling all citizen go to school and stake holder of school.

c. Goal

- 1) Improving teacher and employer professionalism as curriculum and technology development.
- 2) Curriculum development according to society which concern to learning program base competency and life skill.
- 3) Reach on facilities of teaching and learning process ,Either quality and quantity
- 4) Held on net working with other institution to advantages together.

- 5) Improving extracurricular program as students' potency and skill.
- 6) Using all facilities to teaching and learning process in maximally, to support successful and improving education quality.
- 7) Producing the best graduate in academic or non-academic.⁴⁶

3. The Geographical Location

SMAN 1 Geger stood at strategic places in the middle of Kawedanan Uteran Ex region, which includes: Geger district, Dolopo district, Kebonsari district and Dagangan district and is on the edge of Madiun Ponorogo the main highway, standing on the land area of 25,948 M2, precisely:

Uteran Street no 634

Sumberejo Village, Geger district

Madiun regency

East java, Indonesia⁴⁷

4. The Structure Organization of SMAN 1 Geger

The existence of organizational structure in an association or institution is very important. This will help implementation of programs that have been planned easier. So the tasks each member can run smoothly

⁴⁶ Look at documentation transcript number: 02/D/20-4/2016 at the appendix of thesis.

⁴⁷ Look at documentation transcript number: 04/D/20-4/2016 at the appendix of the thesis.

and works on mechanism can be detected easily. The organizational of SMAN 1 Geger can be seen clearly in appendixes.⁴⁸

5. Facility/infrastructure of SMAN 1 Geger

Facilities and infrastructure are a component that also determines the success of the learning process. Education process that is supported by sufficient infrastructure, the learning process can run smoothly. In addition, educational purpose can be maximal achieved as expected. Facilities and infrastructure of senior high school (SMAN) 1 GegerMadiun consist of classrooms, laboratories, library, office, media's room, student council room, mosque, UKS, space cooperation and etc.

Facilities of senior high school (SMAN) GegerMadiun is planed every year. Each section has proposed to the infrastructure section, if there is an incomplete inventory. But if all of was completed, the finance allocated to other parts. Facilities and infrastructure in the senior high school (SMAN) 1 GegerMadiun organized and managed by each part. The list of building condition can be seen clearly at documentation transcript.⁴⁹

⁴⁸ Look at documentation transcript number: 05/D/20-4/2016 at the appendix of the thesis.

⁴⁹ Look at documentation transcript number: 07/D/21-4/2016 at the appendix of the thesis.

B. Specific Data

1. The implementation Translation method in teaching writing at eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016.

Writing is one material taught in SMAN 1 GegerMadiun. Writing has many advantages for the students. One of them is it can improve their English by writing. To be able write well, students have to improve their vocabulary enrichment. Vocabulary become important point in writing skill. Without enough vocabulary we will difficult to start writing. In other words, vocabulary is central in Language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.⁵⁰

According to Wilkins, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵¹ It means that vocabulary much more than grammar, is the key to the students understanding what she hears and reads in school; and to communicate successfully with other people in oral or written communication. In another words, vocabulary is an important part in teaching writing. When students lack in vocabulary, the teaching process wouldn't run smoothly.

The English teacher of the eleventh grade students of SMAN 1 GegerMadiun is Mr. Santosa. Before teacher applies translation method in

⁵⁰ Vocabulary and its importance in Language learning. Pages 2

⁵¹ Ibid.

teaching writing, the teacher made preparation by formulating lesson plan. He used application for 90 minutes in a meeting.⁵²

For the application about the procedure of applying in this method based on the result of observation has been founded that:

a. Preparation

In this process, the teacher prepares some activity as follows:

- 1) The teacher prepares material which is taught in teaching writing using translation method. This material from newspaper, guide book or internet.
- 2) The teacher design he teaching and learning process in the form of lesson plan in order to guide him in calculating the instructional planning, the teacher arranges lesson plan which was develop from syllabus based curriculum.

b. Application

The application of translation method in teaching writing especially in the eleventh grade students of SMAN 1 GegerMadiun is divided three activities. These activities are presented as follows:

1) Pre activity

Pre activities are activities done by the teacher before the teaching and learning process is started. These activities include:

⁵² Look at interview transcript number: 11/I/15-VII/2016 at the appendix of thesis.

a) Greeting

To open meeting, the teacher says greeting to students. Then, the teacher asked whether anyone absent is or not. Further, the teacher builds the students' motivation for having and enjoyable feeling and motivation in teaching and learning process. The teacher's activities full with English language.

b) Apperception

The teacher gives apperception to stimulate the students' prior knowledge by asking them some question related the material today.

2) Main activity

Main activities are the activities which conducted by the teacher during the teaching and learning process. These activities are

a) Presenting material

b) Giving opportunity to students to translate the text.

c) Giving students opportunity to ask difficult word in teacher.

d) Teacher ask students to submit their translation text.

3) Last activity

The last activities are the activities which are done by the teacher after teaching and learning process. The last activities, teacher summarizes the learning process.

c. Evaluation

A teaching and learning need to be evaluated. Evaluation conducted to determine the result of learning process. In this evaluation the teacher giving evaluation in form answer the question from writing text which is evaluated doing by individually. Every students are given evaluation about skill or ability in comprehension the writing text and giving scoring their result.

Teaching writing in SMAN 1 Geger couldn't run well. This condition happen because several problems. The problem itself divide into two part. Teacher's problem and students' problem.

Teacher has difficulties in applied suitable method for teaching writing. Teacher has to choose appropriate method for his students. A suitable method will help teacher to create good atmosphere in teaching learning process. So, the teacher have to select an appropriate method in order to help their students in learning process.

According Mr. Santosa as an English teacher in SMAN 1 Geger :

“Teaching writing in SMAN 1 GegerMadiun is not easy, I have to support my students to learn without forcing them to like it. Every students found the difficulties to write English. Most of them are lack in vocabulary mastery and difficult to express their idea. Basically, every students want to be able write many issues/themes in English. Therefore, I always guide them to find easiest way until they know how to write well in target language.”⁵³

⁵³ Look at interview transcript number: 01/I/14-IV/2016 at the appendix of the thesis.

Most of students in SMAN 1 Geger has difficulties in writing. The students' problem in writing is the vocabulary mastery. Vocabulary is one important point in learning English acquisition. Most of students in SMAN 1 Geger still lack in vocabulary mastery. Besides that, students feel afraid to make mistake in writing.

According to Agni as a students in SMAN 1 Geger:

“Writing is a difficult skill for me. I have difficulties in writing process. When my teacher asked me to write I feel it's difficult because I don't have enough vocabulary. Vocabulary is an important part to help me in writing.”⁵⁴

Based on the problem above, teacher applied translation method in teaching writing. Translation method is a tool to facilitate students in learning target language. Teacher hoped translation method can help students to enrich their vocabulary mastery. Vocabulary is an important point to acquisition target language.

Mr. Santosa stated:

Translation method is an effective method for teaching writing in senior high school. In order to facilitate students in teaching and learning writing, I applied translation method, especially free translation method. Free translation method is tool to create good atmosphere in learning process. Using free translation method, students are able to write without feel afraid to make mistake.⁵⁵

⁵⁴ Look at interview transcript number: 02/I/14-IV/2016 at the appendix of thesis.

⁵⁵ Look at interview transcript number: 03/I/14-IV/2016 at the appendix of thesis

Based on Mr. Santosa opinion, the researcher assume that free translation method is a best method in teaching writing at SMAN 1 Geger. From the researcher observation it can be seen that students enjoying the learning process. They can translate without feel afraid to make mistake. Teacher do not force students to write perfectly. Teacher focus on students writing process.

Free translation focuses on target language text. This method is facilitate students to write a source text into target language without feel afraid to make mistake. The teacher facilitate students to enjoying the learning and teaching process in order to create good atmosphere for students.

Reza as a students in SMAN 1 Geger stated:

“My teacher applied free translation method in teaching writing. Before my teacher applied this method I feel afraid to write. I don’t know what I should write. But after my teacher applied this method, I become confident to write. Usually my teacher ask me to translate any kinds of newspaper. A translation process is happen every day not only in writing class. My teacher give a command for doing translation every day for 10 minutes.⁵⁶

Based on reza’s opinion, the researcher found the differences the students’s condition before translation method applied and the condition after translation method applied in SMAN 1 Geger. The students feel enjoy to write and they are feel have a responsibility to learn by theirselves without teacher force.

⁵⁶ Look at interview transcript number: 04/I/14-IV/2016 at the appendix of thesis.

MrSantoso also give comment about the differences between students' ability before I applied translation method and students' ability after I applied translation method.

MrSantosa also state:

“After I applied translation method, my students more enthusiasm during learning process. My students have a responsibility to learn not only in writing class, but they also learn every day. Every Tuesday my students submit their translation book and there is significant development ability in writing”.⁵⁷

Before Mr.Santosa applies translation method in teaching writing, the teacher made preparation by formulating the lesson plan. He used the application of translation method in teaching writing for 90 minutes in a meeting.

In conclusion, the implementation of translation method in teaching writing can increasing students writing ability. The use of translation method in SMAN 1 Geger still not perfectly, there are difficulties faced by students, such as when they are lazy, many homework and others.

2. The advantages using translation method in teaching writing at eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016

Teaching writing is a very important part of second language learning. The ability to communicate in a second language clearly and

⁵⁷ Look at interview transcript number: 05/I/14-IV/2016 at the appendix of the thesis.

efficiently contributes to the success of the learner in school and success latter in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching writing.

The use of translation method in teaching writing has some advantages when applied in writing class. Translation method is an effective method to help students solve the problem in writing class. The most problem in writing class is the students is lack in vocabulary mastery. Translation method is way to solve this problem.

Based on interview with Mr. Santosa as the English teacher at eleventh grade students of SMAN 1 Geger that:

“I hoped translation method can enrich students' vocabulary. According to Mr. Santosa vocabulary have important role in learning target language. Vocabulary is a tool in mastering target language. So, students have to mastering vocabulary.”⁵⁸

MrSantosa opinion, the researcher conclude that vocabulary is an important for students in SMAN 1 Geger. The teacher hoped the students can mastering vocabulary in order to increasing writing skill.

MrSantoso chooses free translation method in teaching writing. Free translation method is facilitate students to write independently. It facilitated students to transform their vocabulary knowledge and sentence structure in practical use or writing process.

⁵⁸ Look at interview transcript number: 07/I/21-IV/2016 at the appendix of the thesis.

In another chance, researcher conduct further interview with the eleventh grade students of SMAN 1 Geger related the advantages translation method in teaching writing.

According to Agni as an eleventh grade students of SMAN 1 Geger:

“There are several advantages from free translation method, through this method learning language being more enjoy and easy. This method also help me to enrich my vocabulary from any aspect, because every day we must translate a different newspaper. Every day I’m getting new vocabulary from the newspaper.”⁵⁹

Based on agni’s opinion it can be seen that free translation method can make learning process easy and enjoy. Students can translate a different topic as they like.

In addition Agung Fuji Arsa as an eleventh grade students of SMAN 1 Geger:

“It’s very helpful method because this method increase my personal vocabulary. Every day I feel that I have responsibility to translate newspaper. Any kinds of newspaper. My teacher doesn’t give limitation for the topic or theme. We are free to choose the kind of topic. We are able to translate any kind of newspaper, so our vocabulary will increase every time when we translate newspaper. Besides that, translating every day also give me opportunity to be responsible person. I have to doing routine translate every day for 10 minutes.”⁶⁰

Based on Agung’s opinion, it can be seen that free translation method is a suitable method in teaching writing. It can increase students’ vocabulary

⁵⁹ Look at interview transcript number 09/I/21-IV/2016 at the appendix of the thesis.

⁶⁰ Look at interview transcript number 10/I/21-IV/2016 at the appendix of the thesis.

through translation process. During translation process, students get new vocabulary from any kind of the newspaper.

From the students statement above, the researcher conclude that, the students of SMAN 1 Geger got an advantages from translation method. They had new vocabulary every time when they were translate a new topic of newspaper. And the vocabulary result from one students and other students was different, because every student had different topic from different newspaper.

In conclusion, based on researcher's interview and observation, translation method is an appropriate method applied in teaching writing at eleventh grade students in SMAN 1 GegerMadiun.



CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of the research based on statement of problem. The result of the research is taken from the result of the observation, interview and documentation. The researcher discusses the result of the research which done in XI Sains 4 class at SMAN 1 GegerMadiun in academic year 2015/2016.

A. The implementation translation method process in teaching writing at eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016.

Writing is a mental process of investing ideas, thinking about how to express them and to organize them into statements and paragraphs that will be clear to a reader. ⁶¹As one of language skill, writing can be defined as a complex process that allows exploring thoughts and ideas and making them visible and concrete.

The researcher assumes that writing is an important because it combine the other skills. To be able write well, the writer must have enough vocabulary and master how to apply sentence structure into real use.

⁶¹ David Nunan, Practical English Language Teaching, (New York: the McGraw Hill Companies, 2003) p.88

In SMAN 1 GegerMadiun, writing is an important material. However, writing skill still became a difficult skill for students. Every students has different problem in writing. The most problem faced by students are: the students feel afraid to make mistake in writing and they do not have enough vocabulary.

The difficult part in writing are: they are afraid to make mistake and do not have enough vocabulary. This problem is happen in SMAN 1 GegerMadiun. Therefore, it's become an important teacher's duty to guide them in writing class.

When the teacher applied free translation method in teaching writing, the students feel enjoy during the learning process. The teacher applied free translation method. Free translation focuses on the content of the target text rather than form, which means that the same content is expressed in the target text but with different grammatical structure.⁶² So, with this method the students do not afraid to write a translation text. They do not afraid to make mistake in their writing task.

Teaching writing by using translation method is help students to increase students' vocabulary enrichment and transfer their knowledge of vocabulary and sentence structure into real use.⁶³ Therefore, this process is very important in developing students' ability especially in English writing skill.

⁶²DolarYuwono. Translation Strategy. Power Point Presentation. Slide 16

⁶³ Yi-chun Pan and Yi-ching Pan. The use of Translation in the EFL Classroom. Philippine ESL Journal, Vol 9, July 2012. Pages 5

From the data in chapter III knows that teaching writing in SMAN 1 GegerMadiun is using translation method. Translation can improve students writing ability.

Translation method is an efficient teaching method to facilitate students in the acquisition of foreign language. The goal of translation is more like to provide learning opportunities in the process of creating translation and examination of them as a final product in order to develop language awareness.⁶⁴ In addition, translation generally used learning activities such as reading, listening, writing and languages.⁶⁵ From the explanation above, the teacher tries to apply translation method for teaching writing in the class, it can improve students' ability in writing.

The researcher can conclude that the implementation of translation method for teaching writing of eleventh grade students successful because students is able to translate any kinds of newspaper and the teacher found increasing students writing skill. It can be seen when students submit their translation book. Teacher assume that there are specific development in students writing ability.

⁶⁴ Natalia Slepchenko, "Teaching Translation,"Krasnoyark Teachers' Training College#1.

⁶⁵ Inga Dagiliene, Translation as a learning method in English language teaching. Journal. 2012

B. The advantages using translation method in teaching writing at eleventh grade students of SMAN 1 GegerMadiun in academic year 2015/2016

Language is an important aspect in our daily life. Without language people cannot cooperate and communicate with other. Language is a fundamental faculty used for creative expression, face to face, communication, scientific inquiry and many other purposes. It shows that language has many purposes in human everyday life. People find the subject of language interesting and worth studying for many different reason.

It is also common to think of language as a way of describing and giving information about the world around us like psycholinguistic, sociolinguistics, applied linguistic, philosophy, anthropology and others.

There are four skills in language. There are listening, writing, speaking and reading. Writing is a mental process of investing ideas, thinking about how to express them and to organize them into statements and paragraphs that will be clear to a reader.⁶⁶ Writing is combination of process and product.

Writing is a skill that need others skill to be mastered. The purpose of writing is to communication in written text. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers or just about anyone else.

⁶⁶ David Nunan, Practical English Language Teaching, (New York: the McGraw Hill Companies, 2003) p.88

Much of professional communication is done in writing such as proposal, reports, preliminary interview and more part of daily life of college students. Writing process in Senior high school is a process to be more professional when they have to write professional writing in college or in daily life.

Method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare.

Translation Method is a tool to facilitate students in learning foreign language. Method is can be used in learning process in order to stimulate students so that process of communication interaction between teacher and students pass well.

From the result of interviews with English teacher and the eleventh grade students of SMAN 1 GegerMadiun found that:

Teaching writing using translation method has advantages such as:

- a. The students have responsibility to learn by their self.
- b. Translation method can improve another English skill such as reading skill and mastering vocabulary.
- c. Translation method help students to increase vocabulary.

d. Translation is an effective method to make students enjoy during learning process.

Moreover the advantages of translation method are: translation allows learners to facilitate their L2 learning through utilizing their native L1. It supported theories examined by several expert.

According to Husain, Prince and Baddeley, regard translation as a facilitator of students' language acquisition.⁶⁷ Based on them, the researcher conclude that the use of translation , however, presupposes the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets.

According to Lin, translation from L1 to L2 offers learners opportunities to apply what they have learned before for example, vocabulary and sentence structure into practical use.⁶⁸ In other words, researcher conclude that when the students translating a text it means that they were transform their knowledge of vocabulary and sentence structure in real use or in writing. So, translation can help students in developing their writing skills.

According to Chellapan also contends that translation raises learners' awareness of the similarities and differences between the two languages. This is in turn facilitative for learners' discovering how to use grammatical structure

⁶⁷ Yi-chun Pan and Yi-ching Pan. The use of Translation in the EFL Classroom. Philippine ESL Journal, Vol 9, July 2012.

⁶⁸ Ibid.

correctly and vocabulary items appropriately. According to Chellapan, translation does not get in the way acquisition of L2 learning but instead help learners, through contrastive analysis-a systematic comparison between two languages in terms of their morphology, syntax and semantics elude negative interferences from L1.⁶⁹ It can say that because L1 or source language and L2 or target language has differences linguistic structure, so the translator must be able to comprehend both of L1 and L2 in order to be able translating source language to target language.

In addition, translation can be used as a communicative tool to help learners get their message across to people of other language. Translation is not the final goal of language learning, but it can be useful tool, by which students can grasp grammar, acquire vocabulary comprehend text and develop listening skill.

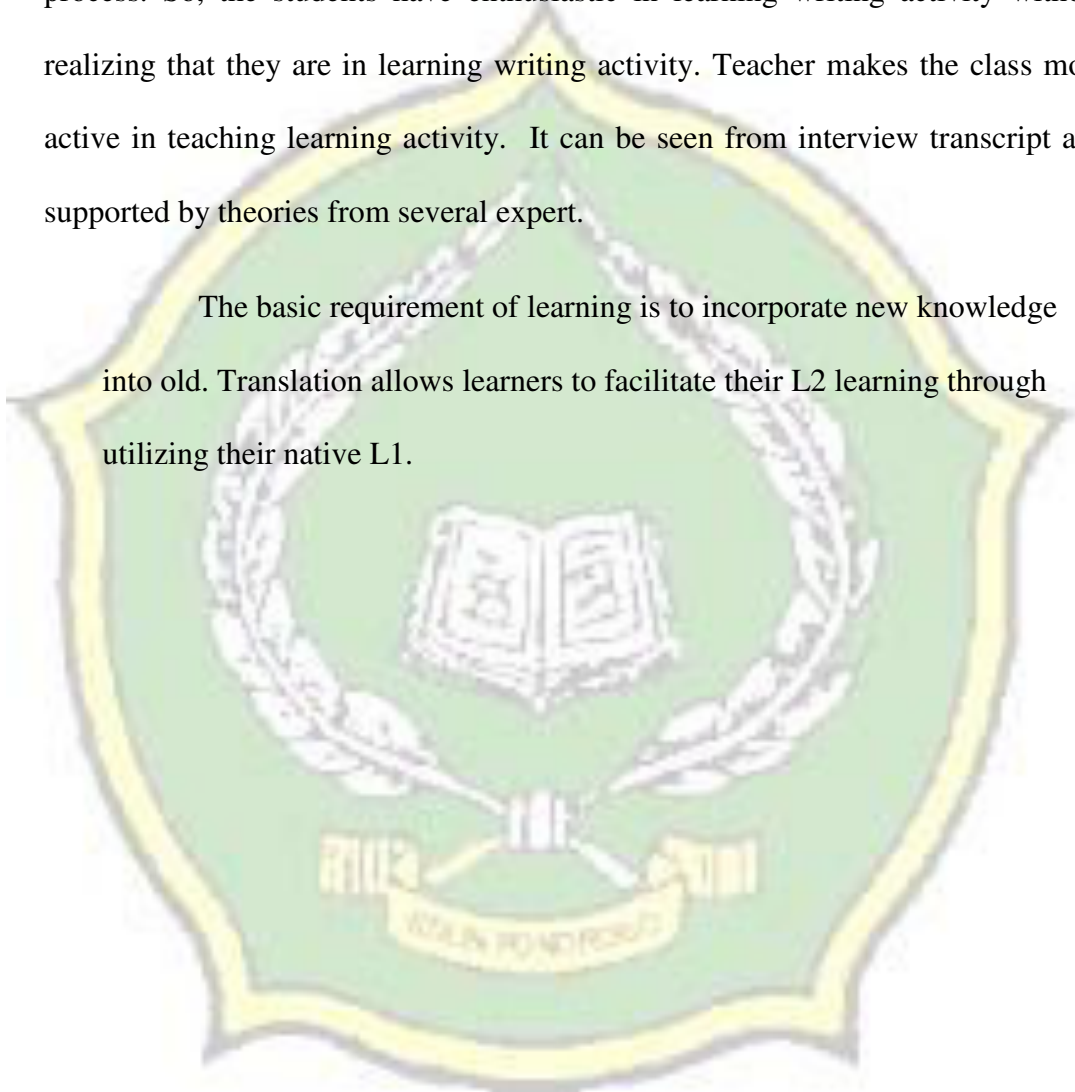
Based on the researcher's observation, the English teacher of SMAN 1 Geger hoped that translation method help their students to enrich vocabulary in order to be able learning in target language well.

Translation method is a suitable method in teaching writing. The activities used in this study might be effective in increasing students writing ability. Students independently translate newspaper without teacher promoting as an everyday tool for writing. Students feel that they have to learning with or without their teacher beside them. The students have a responsibility to learn without teacher's force.

⁶⁹ Ibid.

From the statement above it can be known that translation method in teaching writing at eleventh grade students of SMAN 1 Geger has advantages for students. There can help teacher to build enjoying atmosphere in the learning process. So, the students have enthusiastic in learning writing activity without realizing that they are in learning writing activity. Teacher makes the class more active in teaching learning activity. It can be seen from interview transcript and supported by theories from several expert.

The basic requirement of learning is to incorporate new knowledge into old. Translation allows learners to facilitate their L2 learning through utilizing their native L1.



CHAPTER V

CLOSING

A. Conclusion

1. The implementation translation method in teaching writing at the eleventh grade students of SMAN 1 Geger as an effort in improving students writing skill and also vocabulary mastery. Translation method makes teaching and learning process more active and enjoy. So students will motivated and has responsibility in learning. They will not feel afraid to write because the teacher do not force their students. The teacher applied free translation method in teaching writing class. The implementation of translation method in teaching writing consist of preparation, application and evaluation. The result of evaluation as supporting data, it can be seen that the students' ability in English writing skill is good.
2. The advantages translation method in teaching writing at eleventh grade students of SMAN 1 Geger are: Students will more active and responsible in learning process. Besides that translation method can improve another English skill like vocabulary and grammar. In addition translation method help students to apply their knowledge in practical use and raise awareness of the similarities and differences between two languages.

B. Recommendation

1. The English teacher

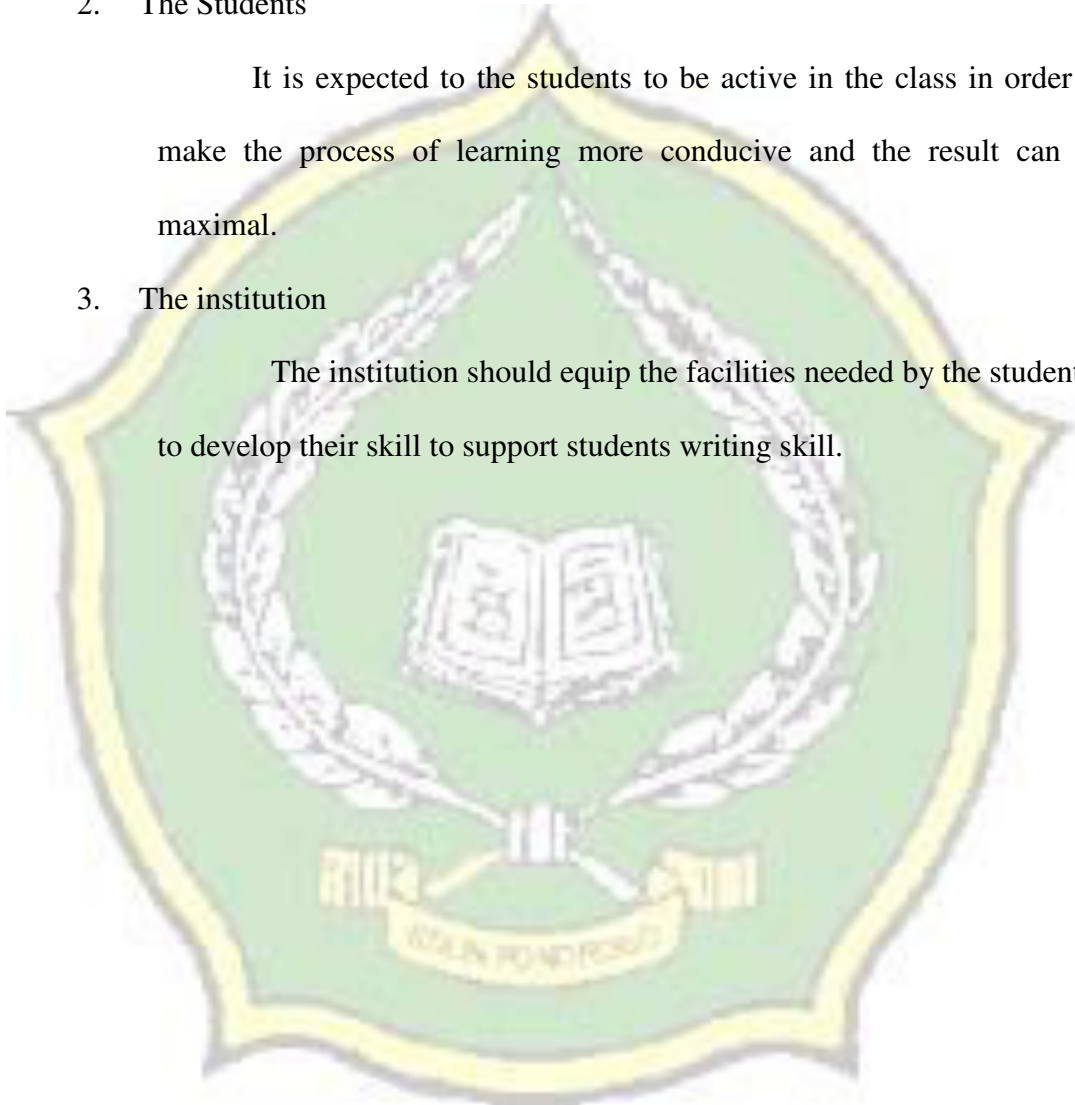
It is expected for teachers to increase their ability in teaching, to make the classroom active and enjoy. The teacher is also expected to support and guiding their students in learning process.

2. The Students

It is expected to the students to be active in the class in order to make the process of learning more conducive and the result can be maximal.

3. The institution

The institution should equip the facilities needed by the students to develop their skill to support students writing skill.



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