

INCREASING VOCABULARY THROUGH TRANSLATION OF INDONESIAN SHORT STORY INTO ENGLISH (A CASE STUDY AT SMAN 1 WATAMPONE)

Zul Khaeriyah

Email: hery_zul Khaeriyah@yahoo.com

English Department, Faculty of Letters, Hasanuddin University

Abstrak

Tujuan penelitian ini adalah untuk menemukan bisa tidaknya penerjemahan cerpen berbahasa Indonesia ke bahasa Inggris dapat meningkatkan kosa-kata siswa. Penulis menerapkan metode eksperimen, dengan satu bentuk kelompok pre-test, treatment, dan post-test. Sampelnya terdiri dari 20 siswa dari siswa kelas II SMAN-1 Watampone. Penulis mengumpulkan data menggunakan tes terjemahan cerita pendek berbahasa Indonesia ke bahasa Inggris. Hasil data menunjukkan ada perbedaan yang mendasar antara pre-test dan post-test. nilai dari post-test (76.25) lebih besar daripada pre-test (38.04) dengan standar deviasi dari pre-test (15.32) dan pada post-test (11.44) yang berarti hipotesis diterima. Berdasarkan beberapa temuan dan diskusi, peneliti menyimpulkan bahwa penerjemahan cerita pendek berbahasa Indonesia ke bahasa Inggris efektif untuk meningkatkan kosa-kata siswa.

Kata kunci: Terjemah, Cerita Pendek, Kosakata, Perbaikan

Abstract

The objective of the research was to find out whether or not translating of Indonesian short story into English is able to improve students' vocabulary. The writer employed experimental method, which applied one group pre-test, treatment, and post-test design. The sample consisted of 20 students which taken from the second year students of SMAN-1 Watampone. The writer collected data using translating of Indonesian short story into English. The result of the data showed that there were significant difference between pre-test and post-test. The value of post-test (76.25) was greater than in the pre-test (38.04) which the standard deviation of pre-test was (15.32) and in the post-test is (11.44) which meant that the hypothesis was accepted. Based upon the findings and discussion, the writer concluded that the translation of Indonesian short story into English was effective to increase the students' vocabulary.

Keywords: Translating, short story, vocabulary, improve.

INTRODUCTION

Nowadays, English in Indonesia has become a very important language. English has been learnt from elementary school to universities as a foreign language. Although English has been studied for years, the students still find many difficulties in using and studying it, such as in grammar, vocabulary, spelling, etc. These are because every language has its own system, such as vocabulary. Someone cannot speak English well if they do not have vocabulary. For that, if someone wants to speak English well, she/he must have a lot of vocabulary in his or her pocket. Someone can get and study vocabulary in the classroom or in a course place.

Teaching English vocabulary as foreign language classroom is not easy. Some students like to study English and some others do not. Teachers, in this case, have a big role to motivate all of them to have the same perception about the importance of the English today. They should be aware that by knowing English vocabulary will help them to understand English easily, both spoken and written form.

The mastery of vocabulary becomes very essential in supporting other language as well as language skill. In other side, vocabulary building does not easy thing to do because there are many various meaning, word form, and word choice. Therefore, English teachers are expected to create some exercises and activities for the students in order to increase students' vocabulary.

Realizing the importance of vocabulary building for the students, teachers must take an effort to develop their students' vocabulary. There are many teaching techniques or strategies that teachers can use. In this case, the writer just focuses on translation as Harmer states: translation is a guide and easy way to present the meaning of words without problems. In the first place, it is not always easy to translate words. In the second place, even where translation is possible, it may take a bit too easy for student by discouraging them from the interacting with the words (1991:162).

Dealing with the statement above, the writer asks students to think of translation to increase their vocabulary because the writer assumes that the student who are more often doing translation are more often finding kind of vocabulary and they should try to find their meaning. Besides, they may find them in the dictionary or have the drawing of the meaning they will probably understand more and keep the words longer in their mind. They will be able to use the words in their conversation because they know the appropriate use of the words that they can find in the sentence shown as example in the dictionary.

Newmark (1982), stated that translation is a craft consisting in the attempt to replace a written passage/statement in one language by the same message/statement into another language.

Translation has a different meaning with interpreting. Although basically, both have the same purpose that is reproducing the messages of the source language into target language, but they have different form. Translation deals with written text while interpreting deals with oral text.

Catford (1969:20) stated that translation is the replacement of textual material from one language (SL) into another language (TL).

While Nida and Taber (1969:12) defines translation as follows:

“Translation consists in reproducing in the receptor language the closest natural equivalent of the source language messages, first in term of meaning and second in term of style.

The above definition has three major points. Firstly, translation consist two languages, one serve as source language, and the other as target language. Secondly, translation should focus on the transfer of meaning or intention of the source language. Thirdly, the intention of source language should be express in natural target language expression.

The writer chooses this title because of the early observation, she got information that the problems that the students have in studying and teaching English is vocabulary. In context, they do not have many vocabularies, so that they cannot understand what someone says or what someone writes. Therefore, in this research, the writer tries to use this method to increase student’s vocabulary. Some writers have done research related to this research. Rudiana (1997) “*The Effect of Translating Exercises on the Student Vocabulary Development*”. She found out that after the treatment there was a significant difference on the vocabulary development between the students who were given translating exercises and those who were just given word list. Mantasiah (2001) in her research “*Teaching English by Using Authentic Materials at Secondary School*”. She found that using authentic materials was very effective to increase the student’s vocabulary. Nurmala (2004) “*Developing Vocabulary Mastery through Translating Text Activity at the Second Year Students of SMKN 1 Benteng Selayar*”. She explains that this method was very useful to increase student’s vocabulary. Suci Ayu Kurniah P (2010) “*The Analysis of Vocabulary Mastery and Influencing Factors in Learning Vocabulary of the Second Year Students of SMA Negeri 21 Makassar*”. Hanny Sabta Yusuf (2010) “*A Study on the Problems in Learning English Vocabulary Faced by 2nd Year English Department University*”. She explains that her way found that achievement students of English Department is sufficient, it is because that students are lazy to improve their vocabulary because they are lazy to read English book and they shy to use English when spoke with their friends.

RESEARCH METHODOLOGY

Research Design

This research used a pre-experimental method with one group pre-test and post-test design. It aimed at obtaining the concept account whether or not the translation short story was bale to increase the students’ vocabulary. The ensuring description classifies the research design as follows:

O1-----X-----O2

Where:

O1 = pre-test

X = treatment

O2 = post-test

(Gay, 1981:225)

Population and Sample

The population of this study is the students of SMAN 1 Watampone. There are from XI IPS 1, XI IPS 2, and XI Bahasa. Moreover, the total samples of this research are 20 students from XI Bahasa.

Procedures of Collecting Data

The procedure of data collection presented was in chronological order as follows:

a. Pre-test

The pre-test is done before treatment. The pretest consisted of 20 students. They had to translate the English short story into Indonesia. In doing pretest, the students were not allowed to find out the words meaning in their dictionary. They had to do what they know. It aimed at identifying knows and unknown words to the students.

b. Treatment

In the instrument, the experimental group was treated by translating text activity. The translating text activity conducted three kinds. First, the students had to find out the adjectives, noun, and verbs from the text that are given and they should find out the words that their find. The next, the students had instructed to find a verb that does not in the first form (second form, past form, adverb form), then they have to change into first form. The students can consult their answer to their dictionary.

c. Post-test

After doing treatment, the post-test was supplied to the student. In doing posttest, the students are given the same short story and they were not allowed to consult their dictionary. It aimed at comparing their achievement based on the materials had been learned. The result of the post-test was scored to know the increasing of the student's vocabulary.

Techniques of Analyzing Data

In order to analyze the data, the writer uses a quantitative method. The writer uses that method to identify's the problems and analyzing. After analyzing them, the writer tries to specify the most problems encountered in the students vocabulary. From the result of that test they have made, the writer will make a conclusion about the influence-translating short story to increase the students' vocabulary. There are some techniques to analyze data that the writer uses:

$$a. \quad \frac{\text{Students correct answer}}{\text{Total test items}} \times 100$$

(*English Language Testing Book, 2008*)

- b. Tabulating and classifying the students score into the following classification:

The classified of Score

No	Score of Range	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Fairly poor
7	0-35	Poor

c. Found the percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

Where:

P = percentage

F = frequency

N = the total number of the students

(Anas, 2011:43)

d. Calculating the mean score of the students answer by using the following formula:

$$M = \frac{\sum(x)}{N}$$

Where:

M : Mean Score

$\sum(x)$: The sum of total score

N : Number of students

(Anas, 2011:81)

e. Calculating the standard deviation of students' pre-test and post-test by using the following formula:

$$SD = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n}}{n-1}}$$

Where:

SS: sum of squares

N: total number of sample

(Anas, 2011:260)

RESEARCH FINDINGS

The findings of this research deal with the student's scores. They were rate percentage and frequency, mean score and standard deviation. These findings describe as follows:

1. Students' Score Classification

The students' scores of pre-test were classified into some criteria. After calculating the result of the students' vocabulary test, the scores of the students' vocabulary achievement are as follows:

Table 1
Score of the Students' Pre-test

SAMPLE	M/F	PRETEST		CLASSIFICATION
		X1	X2	
1	F	31	961	Poor
2	F	30	900	Poor
3	M	18	324	Poor
4	F	28	784	Poor
5	M	21	441	Poor
6	F	49	2401	Fairly poor
7	F	28	784	Poor
8	M	48	2304	Fairly poor
9	F	49	2401	Fairly poor
10	F	32	1024	Poor
11	F	42	1764	Fairly poor
12	F	34	1156	Poor
13	F	50	2500	Fairly poor
14	F	39	1521	Fairly poor
15	M	21	441	Poor
16	F	48	2304	Fairly poor
17	F	54	2916	Fairly poor
18	M	16	256	Poor
19	M	52	2704	Fairly poor
20	M	78	6084	Good
Total		768	33970	

The table above shows that achievements of the students are bad. The writer gets conclusion that there are 10 students classified into **poor**, 9 students are classified into **fairly poor**, and only one student is classified into **good**. The score that the writer give to the students taken from 100 words which are chosen from the short story that is given at pre-test and post-test.

Table 2
Score of the Students' Post-test

SAMPLE	M/F	POST-TEST		CLASSIFICATION
		X1	X2	
1	F	56	3136	Fair
2	F	60	3600	Fair

3	M	70	4900	Fairly good
4	F	75	5625	Fairly good
5	M	60	3600	Fair
6	F	65	4225	Fair
7	F	60	3600	Fair
8	M	85	7225	Good
9	F	71	5041	Fairly good
10	F	83	6889	Good
11	F	75	5625	Fairly good
12	F	76	5776	Good
13	F	88	7744	Very good
14	F	86	7396	Very good
15	M	85	7225	Good
16	F	82	6724	Good
17	F	90	8100	Very good
18	M	80	6400	Good
19	M	82	6724	Good
20	M	96	9216	Excellent
TOTAL		1525	118771	

After giving treatment, the students are given the same text to translate. This is called post-test. The score of the students shows the growth of them.

From the presentation above shows that the students' vocabulary increase from pre-test to post-test. Therefore, the writer concludes that translating Indonesian short story into English is increasing the students' vocabulary.

Table 3

Frequency and percentage score of students' score of SMAN 1 Watampone in pre-test and post-test

Classification	Range	Pretest		Posttest	
		F	%	F	%
Excellent	96-100			1	5%
Very Good	86-95			3	15%
Good	76-85	1	5%	7	35%
Fairly Good	66-75			4	20%
Fair	56-65			5	25%
Fairly Poor	36-55	9	45%		
Poor	10-35	10	50%		
Total		20	100%	20	100%

Based on the result of data analysis from the pre-test in table 1a above it shows that there were 1(5%) students classified into Good, 9(45%) students classified into Fairly Poor, 10(50%) students classified into Poor. Moreover, none of them classified into Excellent, Very Good, good, and fair.

In the posttest, there were 1(5%) students classified into Excellent, 3(15%) students classified into Very Good, 7(35%) students classified into Good, 4(20%) students classified into Fairly Good, 4(20%) students classified into Fair, 5(25%) students classified into Fairly Poor, and none of them classified into Poor.

It can be concluded that the rate percentage in the post-test was higher than the percentage in pre-test.

2. The Mean Score and Standard Deviation

After calculating the result of the students pre-test and post-test, the mean score and standard deviation are presented in the following table:

Table 4
The Mean Score and Standard Deviation of the Students
In Pre-test and Post-test

	Pretest	Posttest
Mean Score	38.04	76.25
Standard Deviation	15.32	11.44

The mean score of the students pretest was 38.4, which classified as Fairly Poor with standard deviation 15 while in the posttest the mean score of the students was 76.25, which classified as Good with standard deviation 11.

The mean score of the students' post-test was higher than the pre-test. It means that the translation of Indonesian short story into English was increasing the students' vocabulary.

DISCUSSION

The interpretations of the findings above are presented as follows:

1. Before giving treatment, the students translated the words/phrases in short story which categorized into Good, Fairly poor and Poor. It is proven that only one student (5%) classified into Good. In addition, the others, and nine students (45%) classified into Fairly Poor, and ten (50%) students classified into Poor. While none of them got excellent, very good, fairly good, and fair.
2. After giving treatment, the students translated the short story, which is categorized into excellent, very good, good, good, fair, and poor. It is proven that there were one (5%) of 20 students classified into excellent, 3(15%) of 20 students classified into very good, seven (35%) of 20 students classified into good, 4(20%) of 20 students classified into good, 5(25%) of 20 students classified into fair, and none of the students got fairly poor and poor.
3. The mean score of the students' post-test was higher (76.25) than the mean score of the students' pre-test (38.4). Thus, the alternative hypothesis there is

significant improvement of the students' vocabulary after being taught through translating short story is accepted.

4. Translation short story increases the students' vocabulary. This method makes the lesson more enjoyable.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the findings and discussion in the study, it can be concluded that the translation of Indonesian short story into English is a good way to increase the students' vocabulary. It is proved by the result of the pre-test (38.04) and the post-test (72.15) with standard deviation in the pre-test (15.32) which is bigger than in the post-test (11.44).

From the statement above, it shows that translation of Indonesian short story into English is effective ways with the aim to increase students' vocabulary in second year students of SMAN 1 Watampone, academic year 2011-2012.

Suggestions

Based on the result of data analysis and conclusions above, the writer presents the following suggestions:

1. Since the achievement of the students taught by using the translation of Indonesian short story into English is rising significantly, the writer expects the English teacher especially at SMAN 1 Watampone to apply this method to increase the students' vocabulary.
2. Teachers should improve and combine this method in presenting or teaching vocabulary in order to attract the students' attention.
3. The teachers teach vocabulary through translating Indonesian short story into English as one alternative among other teaching techniques to increase the students' vocabulary.

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