



Analysis of Students' Ability in Translation Writing on Recount Text

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Abstract

This study aimed to see how the quality of the English language of students in junior high school level in translating recount text. This research employed a case study adopting a descriptive qualitative approach. The participants in this study were tenth grade students of SMAN 1 Bengkulu Selatan. The samples were taken from 20 students from class X at SMAN 1 Bengkulu Selatan in Academic Year 2022/2023. The instruments used were observation, interviews, and writing. The results of this study indicated that there are still many students asking the teacher to translate the words they will wrote, using conventional writing, namely writing the full text in Indonesian first and then translating it into English still using the translation language from the translator tolls where students translate the words one by one. After the test conducted, it is found that there were 19 students were in FAIR category and only one student was in GOOD category. The mean of the test score was also 67.5 which means that in category of FAIR. It means that the student who passed the KKM was only one student while the others were lower than the KKM. Finally, it is suggested for students to improve their translation skills and to conduct research on larger scope.

Keywords: Recount Text; Translation; Writing Skill.

Introduction,

The use of English as a bridge for communication around the world has been developing in various fields including for the advancement of business development, science, technology, and education. While in mastering English, the learners must be able focus on four skill units including listening, speaking, reading, and writing. Countries which do not speak English as national language face difficulties in using the language especially in interpreting the meaning of the texts (Alves & Jakobsen, 2021). Because of the complexity starting with grammatical, organizing ideas and about pouring these ideas into written text, writing is considered as the most difficult skill to master is



writing. It means that writing activities that involve conveying ideas into text that contains messages as a means of communication (Ellis & Ellis, 1994).

It is believed that writing skills make a person able to express their thoughts, information and thought patterns regarding what is in their minds and what things they have been through regarding their interesting experiences. Hulstijn (2007) state that students' writing skills, especially second language, are a combination of sound and use of words in speech. On different perspective Burns & Richards (2018) stated that the ability to write English is unique and can be found systematically in sound spelling. It can be underlined that writing activity is not an easy work. In the teaching and learning English especially in the writing skill, in the situation when students want to express some of ideas related to the objects, they see they feel confused about what they want to write in their writing, the lack of vocabulary also has an effect (Depari, 2017).

Based on the competencies which should be mastered in curriculum 2013, High school students must be able to make written text. The syllabus requires the students to understand and to compose texts such as recount text, narrative text, report text, procedure text, descriptive text, exposition text, explanation text, review, anecdote, and discussion. The first essay text introduced to tenth grade students at Senior High School is recount text. According to Cakrawati (2018) a recount text is a text that rewrite something based on their experience, it may be about a vacation or other activity. In short, recount is a retelling of what happened. In this case, what is closely related to students' lives is recount texts that retell events based on student experience or explore interesting thing in recount texts.

Students generally translate their thoughts from their native language to the target language while writing in English (Solano-Flores et al., 2009). It means that the process of conveying the meaning of the source language into the receptor language is known as translation. It indicates that the process of translating the source language into the target language must avoid modifying the source language's thinking or meaning. Laviosa & Davies (2020) define translation as a linguistic procedure that involves swapping a text in one language with a text in another. Translating entails duplicating the closest natural equivalent of the source language message within the receiver language, first in terms of meaning and then in terms of technique.

Translation is one of the skills that Senior High School students should be able to master. They are trained to translate texts from Indonesian to English or vice versa. Translation in English plays a vital part in interlanguage communication (Das, 2005). Translation is just a change in format. When we talk about the form of a language, we mean the actual words, phrases, clauses, sentences, and paragraphs that are spoken and written. Translation entails the transfer of meaning contained in



one set of language signals by competent use of a dictionary, as well as several other linguistic criteria. The meaning of good translations should be precise, natural, and communicative meanings.

Some strategies are likely used by students while translating a text. Translation is generally assumed to be routine by senior high school students in Indonesia because it is neither taught nor incorporated in the school curriculum. As a result, translation capacity is often overlooked in the teaching-learning process. However, even if translation is not taught in senior high school, it cannot be removed from English learning (Presada & Badea, 2014). It is a combined ability that is closely connected to the other English skills. As a result, students must be urged to write from an early age. Regarding the translating assignment, it may be claimed that the more translation assignments students are assigned, the more they write the texts.

Based on pre- observations, it is found that the students have several difficulties in the process of learning to write. First, there are limited ideas in writing. Second, some students take shortcut by writing them first in Indonesian and then asking the teacher or using electronic dictionaries helping to translate the sentences into English. The teacher of SMA Negeri 1 Bengkulu Selatan said that the students of grade tenth have problems in the teaching learning process in the classroom especially in writing. The students still frequently ask the teacher to translate their writings for them. In addition, the students are still using the translating electronic devices such as ALFA LINK because they have limited knowledge related to grammar and vocabulary.

Another evident of difficulties in writing English is the score of final examination. Almost all students scored are below the KKM which is 75. Based on interview with the students of SMA Negeri 1 Bengkulu Selatan, they also said that composing ideas in English is frustrating. They are not able to transfer the ideas from Bahasa Indonesia into English. Based on the explanation above, it is important to analyze students' writing text especially in recount text. Especially reveals on the students' ability in translating Indonesian to English in recount text.

Research Methodology

This study employed descriptive quantitative approach. According to Lacey and Luff (2009) the purpose of qualitative research is to interpret human behavior which means to assist people in comprehending our social environment and why things are the way they are. The participants in this study were tenth grade students of SMAN 1 Bengkulu Selatan. The samples were taken from 20 students from class X at SMAN 1 Bengkulu Selatan in Academic Year 2022/2023. The researcher asked the students to translate their writing from Bahasa Indonesia to English then their writings were analyzed.



The data were taken by using observation where the researcher directly observed various events surrounding the school, teachers, students, and things that are more detailed can be seen from this activity. The observations were carried out in this study using a checklist instrument. The observation process included the initial observation stage of the conditions and situation of SMAN 1 Bengkulu Selatan, then observing how the learning process and followed by observing the media used in the learning process. These series of stages were aimed at ascertaining how the real conditions are, what factors influence and what sources determine students' translation abilities globally.

The data were analyzed by using rubric consisted of five aspects namely content, organization, vocabulary, language, and mechanics. Data analysis technique was performed through three phases: (1) gave the students an assessment of writing a recount text, (2) score the students writing based on the rubric, (3) find the mean of the score of students' recount writing, (4) compare and analyze the errors from some students' translations. The data analysis was done by using rubric and formula below.

Table 1. The Classification of Students' ability in Translating Recount Text

No.	Score	Description
1	85-100	Excellent
2	75-84	Good
3	60-74	Fair
4	40-59	Poor
5	0-39	Very Poor

Findings and Discussion,

Findings

The result of observation showed that in the teaching learning process, the students still asked their teacher for helping them in translating the sentences. Some of the students also used ALFA-LINK English calculator as a translation tool. It can be observed that the students were excited to learn the new lesson in class, but when they did not comprehend the material, but they did not pay attention. They started to write sentence to sentences in Bahasa Indonesia and then translated them into English. However, there were various books and good facilities, but the students did not take advantage of them.

In the teaching learning process, there was a real situation in the classroom using only the re-learning method. The teacher still used students' native language because the students were not communicative if the



teacher talked in English. The teaching was also not designed in the lesson plan. The teachers just taught the students spontaneously. So, from this series of observation stages, it can be concluded that the teacher still frequently used Bahasa Indonesia in teaching and the students wrote their ideas and thoughts in Bahasa Indonesia then translating them either by asking their teacher or by using the ALFA-LINK devices.

The directions were discussed between the students and the teacher, and the students reviewed the lesson with their peers before beginning to practice together. However, several students were not participating in the discussion. While on translation writing test, teaching learning process wasn't done well. As in observations result, there were students who didn't know what to do and asked the teachers how to translate their writings. After the test conducted, it is confirmed from 20 translation writings of 20 students from class X at SMAN 1 Bengkulu Selatan in Academic Year 2022/2023. The students wrote their recount text by translating their original ideas in Bahasa Indonesia. The writings were scored and analyzed by the rubrics. The detail of students' ability in translating recount text can be seen in the table below.

Table 2. The Results of Translation Writing Test

STUDENTS	ASPECTS					SCORE	NOTE
	N1	N2	N3	N4	N5		
STUDENTS 1	20	15	17	17	3	72	FAIR
STUDENTS 2	21	15	17	18	3	74	FAIR
STUDENTS 3	20	14	17	17	3	71	FAIR
STUDENTS 4	18	14	15	16	2	65	FAIR
STUDENTS 5	20	12	14	15	3	64	FAIR
STUDENTS 6	22	18	18	18	3	79	GOOD
STUDENTS 7	18	12	24	16	2	72	FAIR
STUDENTS 8	19	13	15	15	3	65	FAIR
STUDENTS 9	20	14	14	17	3	68	FAIR
STUDENTS 10	20	14	14	17	3	68	FAIR
STUDENTS 11	18	12	13	16	2	61	FAIR
STUDENTS 12	21	14	14	17	3	69	FAIR
STUDENTS 13	20	14	14	17	2	67	FAIR
STUDENTS 14	18	12	14	16	2	62	FAIR
STUDENTS 15	20	12	14	17	3	66	FAIR
STUDENTS 16	18	12	13	16	2	61	FAIR
STUDENTS 17	18	12	14	16	3	63	FAIR



STUDENTS 18	20	12	15	17	3	67	FAIR
STUDENTS 19	18	12	14	16	2	62	FAIR
STUDENTS 20	21	17	14	18	4	74	FAIR
TOTAL	390	270	304	332	54	1350	
MEAN	19.5	13.5	15.2	16.6	2.7	67.5	FAIR

Note:

- N1 : Content
- N2 : Organization
- N3 : Vocabulary
- N4 : Language Use
- N5 : Mechanics

The table above showed that the translation writing test results was below the expected results. There were 20 students who took the translation writing test, but there were 19 students were in FAIR category and only one student was in GOOD category. The mean of the test score was also 67.5 which means that in category of FAIR. It means that the student who passed the KKM was only one student while the others were lower than the KKM.

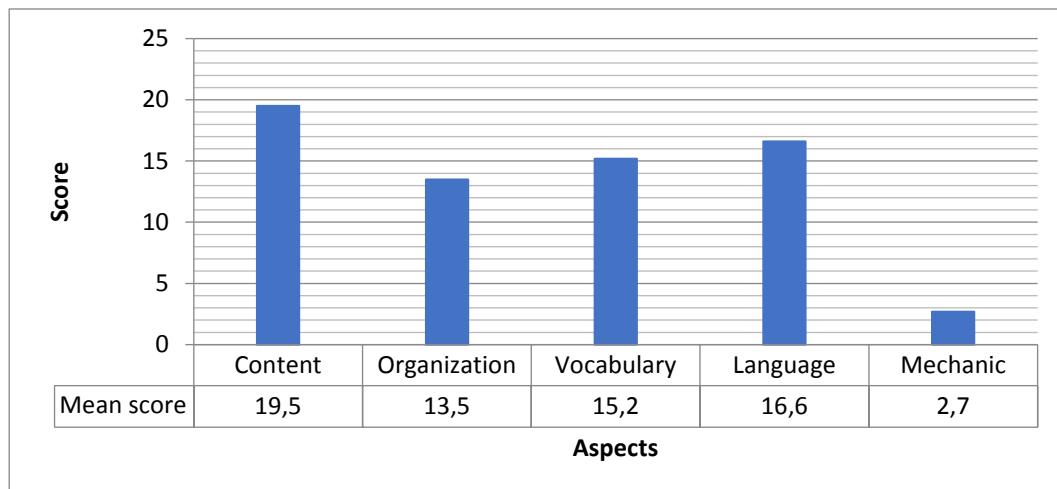


Figure 1. The Mean Score of Students' Ability in Translation Writing

The chart above showed the mean score of each aspect in translation writing. The mean score of content was 19.5 which was in FAIR TO POOR category. The mean score of organization was 13,5 which was in FAIR TO POOR category. The mean score of vocabulary was 15,2 which was in GOOD TO AVERAGE category. The mean score of language use was 16.6 which was in FAIR TO POOR category. And the mean score of mechanic was 2.7 which was in FAIR TO POOR category.



Discussion

The results of this study indicated that the students' ability in translation writing was below the expectation. It was showed from several errors and mistakes found in students translation writing. As in the test, students were required to translate a recount text in Bahasa Indonesia into English. As stated in the beginning to this study, while translating a text, students must master the grammatical rules of both languages, which may be distinct. While translating a text, students frequently substitute the grammatical rules of the source language with those of the original language (Millan-Varela & Bartrina, 2013). This tendency may also be identified in this study when they translated the concept of previous events from Indonesian to English (Depari, 2017).

Translation is the process of conveying the contents of a text into another language in the way set by the writer. It involves of recreating the closest natural equivalent of the source language message within the target language, first in terms of meaning and then in terms of style (Napu, 2019). The students are not taught how to translate a text from Indonesian to English or vice versa. Perhaps it is mostly the reason of why several errors and mistakes found in their writings. While lack of trainings and practices were occurred, it seems that the students' writing abilities themselves were also barely to write a meaningful text which resulted the inability to produce an accurate translation (Abbasi & Karimnia, 2011).

One of the sources of inaccuracy seems to be translation. This occurs whereas a student converts a statement or expression from his native language into the target language word for word. This is most likely the most typical reason for inaccuracy (Costa et al., 2015). Interference errors occur because of using elements from one language while speaking another, intra-lingual errors reflect the overall characteristics of rule learning such as flawed general statement, incomplete use of the rules, and failure to understand out conditions under which rules should apply, and development errors occur whenever the student attempts to generate assumptions about the original language on the glide.

The accuracy of the translation will be determined by the translators. Alves & Jakobsen (2021) stated that knowledge of the subject, sensitivity to language both for native language and for foreign language, and the capacity to write in the target language expertly, clearly, efficiently, and imaginatively. So, there are methods or steps in translating which the translator must understand the translation process to take appropriate steps in the translation (Schwieter & Ferreira, 2017). The translation process may be seen as an action performed by the translators when they transmit information from the original language to the targeted language.



Conclusion and Suggestion

Based on the results it is found that the students have low level ability in translating their writing. It is seen from the students who still asked their teacher for helping them in translating the sentences and the others also used ALFA-LINK English calculator as a translation tool. While on translation writing test, teaching learning process wasn't done well. As in observations result, there were students who didn't know what to do and asked the teachers how to translate their writings. After the test conducted, it is found that there were 19 students were in FAIR category and only one student was in GOOD category. The mean of the test score was also 67.5 which means that in category of FAIR. It means that the student who passed the KKM was only one student while the others were lower than the KKM.

From the result it can be suggested that the students should enrich their knowledge to get more understanding in translating a writing. The students should also practice more in writing, especially in writing recount text. For teachers, it is suggested to understand the translation strategies and provide the students so they can translate writings better. Finally, it is suggested to conduct research on larger score such as translation errors in students' writings.

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