

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the things that underlie this study consist of the background of the study, research questions, research purposes, research significances, hypothesis, research framework, and previous study.

A. Background of The Study

Vocabulary is an essential part of Foreign Language Learning to improve language skills. This statement supported by Nation (2011) in Alqahtani (2015:22) In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e., listening, speaking, reading, and writing). Mehta (2009:23) stated that “vocabulary is the first and foremost important step in language acquisition”. Meanwhile, vocabulary learning is one of the important parts because it is impossible in learning language without having sufficient vocabulary (Nilforoushan, 2012 in Nikijuluw, 2018: 196). It means EFL students should learn vocabulary first before they learn more complex structure, sufficient vocabulary will support the students to enhance their language skills.

Teaching vocabulary in EFL Context is challenging, Siyanova-Chanturia & Webb (2016:227) stated that “teaching vocabulary is challenging because Incidental vocabulary learning is limited due to a lack of second language (L2) input”. In Indonesian context, the main problem of Indonesian EFL students is their limited vocabulary, then emphasized the importance of vocabulary teaching (i.e., facilitating the process whereby EFL input leads to learners EFL vocabulary intake) (Priyono, 2004:26 in Cahyono & Widiati, 2008).

Based on the preliminary observation, these problems are faced by EFL Learners in one of Senior High School in Subang, they are: (1) The students were still lack of vocabulary because the data shows that the mean result of students' vocabulary test is under the KKM (*Standard of Minimum Completeness*) the result is 44.00. It means that their vocabulary is still low

because the KKM (*Standard of Minimum Completeness*) of Senior High School for English Subject is 78.00. (2) The students did not know the meaning of vocabulary whether in Target Language (TL) or Source Language (SL). For example, when the teacher asks “*what is the meaning of the word ‘think’ in bahasa?*” they could not answer it because they don’t know the meaning of the word (3) the students can not use the word fit in the sentence. For example, the students could not differentiate between the use of the word “*funny*” and “*cute*” in the sentence.

To overcome the problems, the teacher should apply a suitable technique in teaching. To get the best result on learning vocabulary, it is crucial to choose a proper and appropriate technique in teaching vocabulary, here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992) in (Alqahtani, 2015: 23) those are using objects, drawing, using illustrations and pictures, contrast, enumeration, mime or gesture, guessing the context, eliciting, translation, and drilling.

This study applies translation activities as the technique of teaching vocabulary. Translation technique in teaching vocabulary has been reported by researchers in various journal articles. According to Leonardi (2010: 125) Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or university, as a valuable and creative teaching aid to support, integrate, and further strengthen the four traditional language skills: reading, writing, speaking and listening. According to Zulkhaeriyah (2017:34), Realizing the importance of vocabulary building for the students, teachers must make an effort to develop their students’ vocabulary. Translation can be useful for learning vocabulary Harmer states cited in (Zulkhaeriyah, 2017: 34) translation is a guide and easy way to present the meaning of words without problems. Furthermore, Dagilienė (2012: 126) stated that “Translation might provide guided practice in reading, then careful text analysis improves students reading comprehension and promotes vocabulary development”.

In the previous study show that translation can impact to improve students' vocabulary. First, (Zul Khaeriyah, 2017) *Increasing vocabulary through translation of Indonesian short story into English (a case study at SMAN 1 Watampone)*. Based on the findings and discussion in the study, it can be concluded that the translation of Indonesian short story into English is an excellent way to increase the students' vocabulary. Second, (Dagilienè, 2012) *Translation as a Learning Method in English Language Teaching*. The present study shows that translation activities are a useful pedagogical tool. When introduced purposefully and imaginatively into language learning program, translation becomes a suitable language practice method for many students. When integrated into daily classroom activities, translation can help students develop and improve reading, speaking, writing skills, grammar, and vocabulary. Third, (Samardali & Ismael, 2017) *Translation as a Tool for Teaching English as a Second Language*. Translation is a beneficial and useful tool in teaching a second language. It is essential to bear in mind the main areas in which translation can be useful are summarized in : clarifying new words and phrases, explaining grammatical issues, teaching idiomatic and culture-bound expressions, explaining reading passages, dealing with errors related to L1 interference, checking the students' reading and listening comprehension as well as explaining classroom activities.

In conclusion, this study applies translation activities to improve their vocabulary because the writer assumes that the students who are more doing translation practice are more often finding many new vocabularies, and they should find their meaning. Moreover, they should convey the meaning by themselves; they may find them in the dictionary or have drawing of the meaning. Moreover, they will probably understand more and keep the words longer in their mind. They can use the new word in their conversation or writing because they know the appropriate use of the words that they can find in the text.

Relating to the background above, the researcher interested in researching **“The Use of Translation Activities in EFL Class in Improving**

Students' Vocabulary Mastery (A Pre Experimental Study at Eleventh Grade Students of SMAN 1 Serangpanjang In Academic of Year 2019/2020)"

B. Research Questions

1. What is the students' vocabulary mastery before being taught by using translation activities at SMAN 1 Serangpanjang?
2. What is the students' vocabulary mastery after being taught by using translation activities at SMAN 1 Serangpanjang?
3. How significant is the difference between students' vocabulary mastery before and after using translation activities at SMAN 1 Serangpanjang?

C. Research Purposes

1. To identify the student's achievement in vocabulary before being taught by using translation activities at SMAN 1 Serangpanjang
2. To identify the student's achievement in vocabulary after being taught by using translation activities at SMAN 1 Serangpanjang
3. To find out the significant difference between pretest And posttest in vocabulary achievement by using translation at SMAN 1 Serangpanjang

D. Research Significances

This research is expected to provide significant contribution both theoretically and practically:

1. Theoretical Significance

After conducting this research, the researcher immensely hopes that readers would receive a lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effectiveness of translation technique in teaching and learning process, especially to vocabulary learning.

2. Practical Significances

This research served three practical significances in teaching and learning vocabulary was:

- a. *Significance for The English Teacher*, The result of the study can be used for the betterment of the English teaching and learning process, especially in introducing English vocabulary to the students. The study will function in Senior High school level to make efforts in improving the effectiveness of teaching-learning process by using translation activities to present lesson materials.
- b. *Significance for The Student*, They are expected to enjoy the learning vocabulary by Translation practice and enrich their vocabulary. The information of The Use of translation activities in learning English vocabulary can be used as an effective way to find new vocabulary as a means to enrich vocabulary.
- c. *Significance for the readers*. To get experience and knowledge directly on how to teach vocabulary by using translation activities to improve students vocabulary for people who need it as additional material, especially to improve students vocabulary.

E. Research Framework

Vocabulary is an essential component in learning language, to master four language skills and language components; the students must master in vocabulary knowledge. According to Harmer (2007) Vocabulary is the first step to help someone learn about English. It means in teaching English; the teacher must provide vocabulary knowledge first.

Vocabulary learning is one of the problematic aspects of foreign language learning. Based on the preliminary observation in senior high school level, the understanding of vocabulary still low and need to be improved, whereas mastering vocabulary is essential for EFL students to improve their language skills. According to John Dewey (1910) in Bintz (2011) in (Putri, 2013:2) states that “Vocabulary is a crucial aspect

because a word is an instrument for thinking about the meanings which it expresses.” It means that vocabulary is essential to express meaning.

To improve students’ vocabulary the teacher can use several techniques, according to Brewster, Ellis, and Girard (1992) in (Alqahtani, 2015:26) There are several techniques that can be used to teach vocabulary in the class, those are using objects, drawing, using illustrations and pictures, contrast, enumeration, mime or gesture, guessing the context, eliciting, translation, and drilling.

In this research, the study choose translation activities as a technique to teach vocabulary, According to Leonardi (2010:125) Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or university, as a valuable and creative teaching aid to support, integrate, and further strengthen the four traditional language skill: reading, writing, speaking, and listening. It means translation activity can help students to improve their language skills.

To overcome the problem of the students in vocabulary knowledge, the teacher will apply translation activities in the class, the use of translation activities can give positive benefits for the students to improve their vocabulary. According to Dagilienè (2012:124), Translation activities can improve student’s focused on identifying differences in structure and vocabulary; therefore, Translation heightens language awareness. They have to evolve strategies to deal with them and to negotiate the potential of both languages. The real usefulness of translation in foreign language classes lies in the comparison of grammar, vocabulary, word order, and other. Based on the statement above, translation activity can help the students to improve their vocabulary because Translation activity might provide guided practice in reading, then careful text analysis improves students reading comprehension and promotes vocabulary development.

Therefore, this study used translation activities as a method to translate a short story and found a new vocabulary. Through these activities, the students can translate the story and develop their vocabulary.

The students will discover unfamiliar vocabulary in short story through translation activities.

F. Research Hypothesis

According to Creswell (2012:621), Hypotheses are declarative statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcomes of a relationship among attributes or characteristics. This research is designed to find out whether there is significant progress of cooperative learning specifically using translation activities in teaching vocabulary mastery. To get the answer of that hypothesis.

This study has two variables; the first variable is translation activities as “X” and the second variable is the students’ vocabulary mastery as “Y” variable

The statistical hypotheses of this research can be seen as:

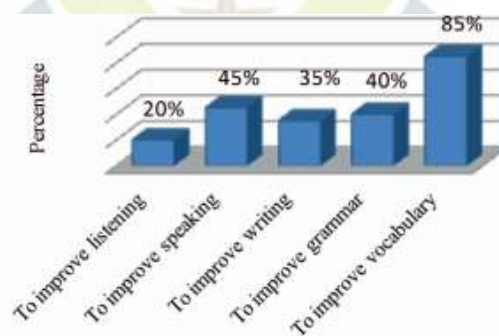
1. H_0 accepted if $t_{count} < t_{table}$; it means there is no significant improvement of students’ vocabulary mastery after using Translation activities
2. H_a accepted if $t_{count} > t_{table}$; it means there is significant improvement of students’ vocabulary mastery after using Translation activities.

G. Previous Study

There are three studies that proved that translation could impact on improving students’ vocabulary. **First**, (Zul Khaeriyah, 2017) *Increasing vocabulary through translation of Indonesian short story into English (a case study at SMAN 1 Watampone)*. 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. 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 pretest

(38.04) and the posttest (72.15) with standard deviation in the pretest (15.32) which is Higher than in the posttest (11.44).

Second, (Dagilienè, 2012) *Translation as a Learning Method in English Language Teaching*. Translation as a method of language teaching is still a subject under research and continues to be one of the most frequently discussed topics among linguists, methodologists, and teachers. However, the present study shows that translation activities are a useful pedagogical tool. When introduced purposefully and imaginatively into a language learning program, translation becomes a suitable language practice method for many students. When integrated into daily classroom activities, translation can help students develop and improve reading, speaking, writing skills, grammar, and vocabulary.



The chart shows three areas where translation activities are considered to be appropriate.

Third, (Samardali & Ismael, 2017) *Translation as a Tool for Teaching English as a Second Language*. Translation is a beneficial and effective tool in teaching a second language. Teachers of a second language should be aware not to overuse it in L2 classroom in order to give L2 learners an opportunity to think about and use L2. It is important to bear in mind the main areas in which translation can be useful are summarized in: clarifying new words and phrases, explaining grammatical issues, teaching idiomatic and culture-bound expressions, explaining reading passages, dealing with errors related to L1 interference, checking the students' reading and listening comprehension as well as explaining

classroom activities. Also, teachers should make translation as the last option and need to encourage students to figure out the meaning from context. Moreover, when teachers find it is necessary to opt for translation they should have in mind that they and their students share the same L1.

From the previous study shows that translation activities could improve students' vocabulary mastery. The gap between this research of the previous research is. First, this research not only focuses on translating a story from Indonesia into English but it can be from English into Indonesia. Second, this research only focuses on the effectiveness of translation activities to improve vocabulary mastery, as the previous research identify the effect of translation activities to improve four skills of language. The last, this research using a quantitative method by assessing students' vocabulary using test, as the previous study surveyed the effectiveness of translation activities in teacher perspective by using a qualitative method.

