

Students Perception on the Vocabulary Translation in Learning English at the Second Grade of SMKN 4 Payakumbuh

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Abstract:

The research was due to several problems found in the field: the students less vocabulary in English. It was indicated when I tried asked some students to translate about some vocabulary, some of students knew the the meaning of those vocabulary but much of the students did not knew what the meaning is. The research is aimed to find out students perception on vocabulary translation in Learning English at the second grade students of SMKN 4 Payakumbuh. The research used descriptive quantitative research by using questionnaire as an instrument. The result of the research: first students perception on word to word method with 26,7% in rating quality is almost of half with the mean of the respondent's answer moderate option. Second, students perception on free translation method with 30,2% in rating quality is almost of half with the mean of the respondent's answer moderate option. students perception on teacher's facial expression with 36,4% in rating quality of good. Third, students perception on literal translation method with 25,02% in rating quality is fraction with the mean of the respondent's answer is hard option. It can be concluded that almost of half students have moderate opinion about all indicator of translate method on vocabulary translation in Learning English at the seventh grade students of SMKN 4 Payakumbuh in Academic Year 2020/2021.

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, translating etc. These are because every language has its own system, such as vocabulary. Someone cannot translate English well if they do not have vocabulary. For that, if someone wants to translate 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 (Bunting, 2006).

The mastery of vocabulary becomes very essential in supporting other language as well as language skill (Kemmbaren, 2016). In other side, vocabulary building does not easy thing to do because there are many various meaning, word form, and word choice. Therefore, students are motivated to do some exercises and activities translating in the classroom in order to increase their vocabulary (Oxford, 2000).

English as a foreign language is one of aspect that very important and should be owned of all students. Therefore, students who learn English are expect to be a good translator. One of the reason why they have to mastery English is because English is an international language that will support communication with others and might help them to translate (Harmer, 1991).

Unfortunately, translating is not easy work. According to Widyamartaya states translating can be defined as the transfer of a message from the source language to the target language. It means that translation is a proces to change the word from one language to another language. There are some aspects which are important to know in translating. Some of them are the message, the audience, source language and target language (Campbell, 1998). The message refers to the topic of the text. It means a good translator should have more knowledge about the topic of the text. The audience refers to target of the readers and their education level. Source language and target language refer to the circumstances in which the translation takes place or received (Putri, 2017).

The students have to fulfill some criteria in translating. Firstly, they must have many words; understand in using language structure and grammar. Secondly, understand in using translation methods in translating. It is not easy to translate a text from one language to another language. The translator needs to use some methods in translating. So that, they cannot get confuse in translating. Using some affective methods can produce a good translation (Hatch, 1955). That is the reason the students should be able to translate each sentence or paragraph in writing using translation methods. Meanwhile, the students have to know some strategies or methode that they used in translating (Langgeng, 2010). Hoed states there are some methode in translating such as word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. From those method, hopefully the students can improving their comprehending in translating vocabulary (Samovar, 2013).

Based on the preliminary research through using observation at SMK N 4 Payakumbuh, it was found that the students doing translation vocabulary while learning English. The result shows that students have twenty one class (7 classes for the first grade, 7 classes for the second grade divided into Computer and Networking Engineering class, Multimedia and Software Engineering, and 7 classes for the third grade divided into Computer and Networking Engineering class, Multimedia and Software Engineering). In this research, the researcher took TKJ (computer and networking) class that include two classes there are TKJ 1 and TKJ 2 as the samples of the research. The researcher found several problems that were related to the students in translation vocabulary on English classroom. The first problem was the some of the students less vocabulary in English. It could be seen when I tried asked some students to translate about some vocabulary, some of students knew the the meaning of those vocabulary but much of the students did not knew what the meaning is.

The second problem, some of students think that translating vocabulary is easy and some of students think that translating vocabulary is difficult. It was indicated when they are tried to translate the vocabulary, much of them did not have dictionary or anything else to translate the vocabulary. But, some of students enjoy to translate the vocabulary because some of them had private study English before.

The third problem, some of the students less interested in learning English because the teacher's method is monotonous in translated vocabulary. It can indicated when the researcher

asked the students what is the problem in translating vocabulary they said that they are less explanation about hard vocabulary from the teacher. When the teacher gave the students exercises in translation, the teacher did not gave the clue or some notes translate of the vocabulary on the text that teacher gave.

Based on the explanation above, it is a scientific reason for the researcher to conduct a research about students perception on translating vocabulary in learning English. The reseacher chose students perception on the translation vocabulary because phenomenon in the field showed that the students have different opinion on translating vocabulary. It is covered in a research entitle “Students Perception on the Vocabulary Translation in Learning English at the Second Grade Students of SMKN 4 Payakumbuh in the Academic Year of 2020/2021”.

RESEARCH METHOD

A. Design of the Research

This research uses descriptive quantitative research. Descriptive research is a kind of the research method to describe and interpretate an object naturally. The purpose of the research is to describe the phenomena existing in field in order to get the information base on the data collection. Quantitative research is the process to get knowledge or information by using numeral data as the tool to get what information which is intended to be known. It means that the quantitative descriptive research uses the data shape of the numbers and statistic analyze.

B. Technique of Data Analysis

This data were analyzed through instrument to get the research result after collect the data. In describing the data of the students perception on translation vocabulary in learning English, the researcher followed these following steps:

1. The researcher collected the students questionnaire.
2. The researcher tabulated the data from the students' answer
3. The researcher calculated the percentage of the data. The researcher used technique for analysing the data by using the formula that suggested by Sudijono, as follows:

$$P = \frac{f}{n} \times 100\%$$

Where: P = percentage of the result

f = frequency of total score

n = total amount of the sample

4. Then, the researcher found mean of the data by using formula that suggested by Sudijono as follow:

$$M_x = \frac{\sum x}{n}$$

Where: M_x = mean

$\sum x$ = total of the percentage

n = amount of items

5. Data interpretation

After found the mean of the data, the researcher calculated all the percentages gotten from each indicator and to gain the data interpretation for each indicator. To see the data percentage result of the data got can be seen in the data interpretation below:

Table 3.3 Data Interpretation of Rating Quality

0%	None/ <i>tidak satupun</i>
1% - 25%	Fractional/ <i>sebagian kecil</i>

26% - 49%	Almost of half/ <i>hampir sebagian</i>
50%	Half / <i>sebagian</i>
51% - 75	Most/ <i>sebagian besar</i>
76% - 99%	Almost of all/ <i>hampir sebagian besar</i>
100%	All/ <i>seluruhnya</i>

Source: Anas Sudijono (2014)

6. Making the conclusion

The last step, the researcher made the conclusion from this research that is taken from the higher mean score. It is as a general perception of the students on the translation vocabulary in learning English.

RESULTS AND DISCUSSION

Based on the description and analysis of the data discussed previously, it is found that mostly the students chose “moderate” as their answer for the questionnaire statements. Based on the table of percentage score, 25,8% in “hard” option as the lowest and 51,6% as the highest in “moderate” option.

Vocabulary translation is a process learning that did by the students in SMKN 4 Payakumbuh. Hiebert and Kamil state that generically, vocabulary is the knowledge of meanings of words. Moreover Crystal stated that translation is a process where the meaning and expression from the source language is transferred to the meaning of the target language verbally or written. It can be concluded that vocabulary translation is a process of finding meaning from one language to another language with translating, but for translating text the translating was also adapting the style and the culture without changing the meaning.

As stated by Nababan, there are three main methods vocabulary translation such as word from word translation, free translation and literal translation. The first is “word for word”. Most of the beginning translator did translating activities is by word for word. Herti Hida demonstrated it as interlinear translation, with the TL immediately below the SL words. The SL word order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally (Richard, 2002).

In addition, Pearson (2002) stated that word to word translation is the way the translator translate the source language text into target language text by only looking at dictionary. Consequently, they often make wrong choice of words and their translation sound strange and unnatural for the readers. The format of word in sentence translation identical with the format of word in original sentence. It can conclude that word to word translation is a kind of translation method that focus on grammatical structure than the context of the text. It only use if the source language structure same with the target language structure. Based on the data was obtained from the questionnaire, students perception on vocabulary translation by using word to word translation method is almost of half with mean percentage 26,7%. In other word, the students comprehend it well because mostly students answer moderate.

The second is free translation. Hida mentioned free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so called intralingual translation, often prolix and pretentious, and not translation at all. Free translation is often not tied on searching equivalent of word sentence, but

the searching of equivalent tends to occur at the level paragraph disource. Translators should be able to get the message in the source language at the level of the paragraph or disource as a whole and then transfer it and express it in the target language. It can be conclude that free translation is a kind of translation method that focus on the context than grammatical structure. This method not depend on the grammatical structure but more focus on the equivalent of the text. Based on the data was obtained from the questionnaire, students perception on vocabulary translation by using free translation method is almost of half with mean percentage 30,2%. In other word, the students comprehend it well because mostly students answer moderate.

The third is literal translation method. Nababan mentioned literal translation is located between the word to word translation and free translation. Literal translation may be at first conducted like word to word translation, but then the translators adapt the format of word in the target sentence. In addition, Hida stated that in literal translation, the SL grammatical constructions are converted to their nearest TL equivalent but the lexical words are again translated singly, out of context. The translator change the grammatical structure be equivalent or near the grammatical of the target language. Based on the data was obtained from the questionnaire, students perception on vocabulary translation by using literal translation method is “fractional” with mean percentage 25,02%. In other word, the students comprehend it well because mostly students answer hard.

In summary, students perception on vocabulary translation in learning English at the second grade students of SMKN 4 Payakumbuh in academic year 2020/2021. First, students’ perception on word to word translation is 26,7%%. Based on the percentage, it can be interpreted that the students have moderate perception of “almost of half” on this indicator. Second, students’ perception on free translation is 36,4%. Based on the percentage, it can be interpreted that the students have moderate perception of almost of half on this indicator. Last, students’ perception on literal translation is 36,4%. Based on the percentage, it can be interpreted that the students have hard perception of fraction on this indicator. Over all, the students’ perception on the vocabulary translation in learning English at the second grade students of SMKN 4 Payakumbuh in academic year 2020/2021 is moderate on almost of half indicator.

CONCLUSION

Based on the findings and discussion, that have been presented in the previous chapter that related to vocabulary translation in learning English at the 2nd grade students of SMKN 4 Payakumbuh in the academic year of 2020/2021. The researcher concludes that there are three indicators of the vocabulary translation that was concluded by mean score of each aspect. First, the percentage of students perception on word for word translation method is 26,7% in option moderate. It can be interpreted that the students have moderate perception of almost of half on this indicator. Second, the percentage of students’ perception on free translation method is 30,2% in option moderate. It can be interpreted that the students have moderate perception of almost of half on this indicator. The last, the percentage of students’ perception on literal translation method is 25,02% in option hard. it can be interpreted that the students have hard perception of fraction on this indicator.

Most of the students perception is “moderate” of “almost of half” toward three indicators about the vocabulary translation in learning English. It can be concluded that students tend to have moderate perceive on “almost of half” indicator of vocabulary translation in learning English at the 2nd grade students of SMKN 4 Payakumbuh in the academic year of 2020/2021.

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