

MANUSCRIPT (NASKAH PUBLIKASI)

**“IMPROVING STUDENTS’ READING ABILITY OF DESCRIPTIVE TEXT BY
USING TRANSLATION METHOD”**

***“MENINGKATKAN KEMAMPUAN MEMBACA DESCRIPTIVE TEXT SISWA
DENGAN MENGGUNAKAN METODE PENERJEMAHAN”***

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2023

MANUSCRIPT (NASKAH PUBLIKASI)

**“Improving Students’ Reading Ability of Descriptive Text by Using Translation
Method”**

*“Meningkatkan Kemampuan Membaca Descriptive Text pada Siswa dengan
Menggunakan Metode Terjemahan”*

RAMITHA PERMATA SARI¹, ADE ISMAIL RAMADHAN HAMID²



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2023

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**IMPROVING STUDENTS' READING ABILITY OF DESCRIPTIVE TEXT
BY USING TRANSLATION METHOD**

Oleh:

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Samarinda, 11 September 2023

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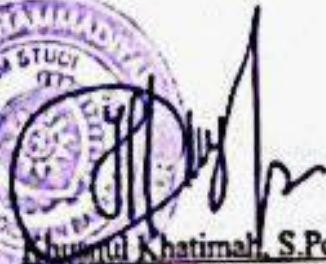
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Improving Students' Reading Ability of Descriptive Text by Using Translation Method

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Abstract

The objective of this study is to investigate the impact of utilising the translation method on enhancing students' reading proficiency in descriptive text at SMK Muhammadiyah 2 Samarinda. The study's sample consisted of a one class of English learning groups including Class X students from SMK Muhammadiyah 2 Samarinda during the 2022/2023 academic year, with a total of 27 participating students. This study employed a quantitative research methodology and followed a pre-experimental design, specifically utilising a one-group pre-test and post-test design. The pretest was administered by the researcher to the group that was assigned to receive the treatment. Following the completion of the intervention, the researcher administered a post-test. The findings of this research demonstrate that the use of the translation method has yielded a noteworthy enhancement in students' ability to comprehend descriptive texts.

Keywords: *Reading Ability, Descriptive Text, Translation Method*

INTRODUCTION

According to the arrangement made by Kemendikbud (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia) in 2013 (pp. 13-15), the instruction of English is obligatory throughout educational institutions spanning from junior high school to university levels. This topic holds significant importance in both junior high school (SMP/MTS) and senior high school (SMA/MA/SMK/MAK) curriculum.

The act of instructing English language skills to students at the senior high school level, specifically in the context of a first-grade reading class, involves the development of the ability to comprehend the conceptual meaning conveyed within a text, recognise the use of interpersonal rhetoric within a given context, and effectively articulate the contents of a book through oral reading. However, the task of instructing kids in the skill of reading poses considerable challenges. Educators encounter a multitude of obstacles when instructing English, with a specific emphasis on the domain of reading comprehension.

According to Brown (2000, p. 232), Within the domain of the English language, the acquisition of proficiency in the "four skills" has paramount importance. These skills encompass listening, speaking, reading, and writing. The assertion posits that reading plays a crucial role in the acquisition of English language skills, alongside speaking, writing, and listening. The acquisition of strong reading skills is necessary for pupils to proficiently attain mastery of a language. In the study conducted by Wahyuningsih (2021), The cultivation of

reading habits and the promotion of reading enjoyment are imperative endeavours for students, given the significant role that reading plays in their educational development. Reading is a crucial language ability that plays a significant role in acquiring information.

Hartono, (2020) stated that the acquisition of proficient understanding of written material is a fundamental language skill that pupils must achieve before advancing to more productive abilities such as verbal expression and authorship. The acquisition of English language proficiency is significantly influenced by reading comprehension, as it facilitates the enhancement of students' cognitive abilities, lexical repertoire, and access to a broader range of material.

This research is focused on Descriptive texts and it is also stated that the 2013 curriculum syllabus at point 4.11 captures meaning in spoken and written descriptive texts, short and simple. The descriptive text was chosen because Curriculum 2013 requires that it be taught to students in the tenth grade as a competency standard. Theoretically, a descriptive text is a discourse in which the major of the main idea is transmitted to the reader by clearly describing the person, place, or object that is now the topic. Etfita, (2018) Persons in this text typically discuss their physical characteristics, attitudes, habits, ages, activities, and families. Place, size, and content are often described in the text. Things like shape, location, fate, contents, size, weight, height, and width are frequently described in texts.

When teaching practice descriptive text at SMK Muhammadiyah 2 Samarinda, the researcher taught a tenth-grade study group consisting of two majors. The researcher discovered that many students encounter challenges while comprehending descriptive texts due to their unfamiliarity with the text's meaning. Other problems are faced by students are the students are unfamiliar with the words or lack of vocabulary and lack of reading strategies. High school English classes, especially in first grade reading class, granting the ability to recognize and identify ideal meanings in text. Hence, it may be deduced by the researcher that the students had challenges when engaging with descriptive text while through the learning process.

In light of the challenges encountered in instructing reading comprehension of descriptive text, it is imperative for researchers to employ more suitable reading techniques in order to enhance students' proficiency in comprehending such textual material. It is recommended that researchers employ more suitable methodologies in order to enhance students' comprehension of descriptive literature in a more effective and accessible manner. It is widely acknowledged that several students encounter challenges in comprehending and responding to descriptive texts due to a lack of understanding of the content and meaning of the text. The concept argues that individuals acquire knowledge through written language, wherein they collect information that may then be disseminated to others and interpreted depending on the insights derived from their reading (Megawati, 2017). Therefore, the strategy that researchers use in this study is the translation method.

The study employed a translation technique to investigate the viability of its application among students for the purpose of translating English texts into Indonesian based on the Newmark's (1988) in (Kusumayanthi & Fitria, 2020) types of translation theories. The researcher uses Newmark's (1988) theory about the types of translation because it gives a clear description of the translation results and is easy to understand. However, in this study, the researcher focuses solely on two translation approaches. There are two main approaches to translation: Literal Translation and Free Translation. Literal Translation includes translating each word of the source language directly into the target language. On the other hand, Free Translation is a method that allows for more flexibility in expressing the content of the source language into the target language, often resulting in a looser translation. These two techniques involve the process of translating written words from one language (referred to as the source language) to another language (known as the target language), as well as the resultant version

in the target language. A free translation is one that focuses on the general message rather than the specific language. Even though this approach is recognized as the classical method, it was employed earlier in the century to help students read and understand other languages (Megawati, 2017).

The act of reading is distinguished by the cognitive process of comprehension. Individuals can acquire knowledge pertaining to the act of reading when they possess the ability to comprehend the contextual elements associated with reading. The primary objective of reading is to acquire comprehension or knowledge of a certain subject matter. The enhancement of reading proficiency in descriptive texts is closely associated with the translation approach. The Translation Method facilitates students' comprehension of written texts and furthermore enables them to expand their vocabulary repertoire.

Based on the explanation above, the researcher intends to conduct a study with the title: "Improving Students' Reading Ability of Descriptive Text by using Translation Method."

METHOD

This research using quantitative method and the layout of the research is pre-experimental research. The research process consisted of three stages: pre-test, treatment, and post-test. The researcher conducted a pre-test which asked students to answer questions based on descriptive texts to assess their reading ability. The aim is to determine students' reading ability before given treatment. In the treatment, the researchers held four meetings, where they provided descriptive text material and questions related to the text. Post-test was conducted to find out how good the students' reading ability were after treatment. The researcher asked students to complete paper exams related to descriptive texts.

The subject of this study was descriptive text, which is based on the 2013 curriculum syllabus at point 4.11 requires that it be taught to students in the tenth grade as a competency standard. The study's population comprised all tenth-grade students at SMK Muhammadiyah 2 Samarinda, specifically encompassing two English study groups, comprising a total of 47 students.

The sample was one class of English learning group consisting of class X TKJ and X Pharmacy SMK Muhammadiyah 2 Samarinda for the 2022/2023 academic year consisting of 27 students.

This study collected data through descriptive text essay tests. The purpose of this test is to find out if the translation method is effective in teaching students to read descriptive texts. The Tests was given before and after treatment, namely pre-tested and post-tested. There are descriptive texts consisting of 5 questions in each text and the time given is 60 minutes

The researcher provided a comprehensive explanation of the techniques and criteria used for analyzing the data: Rubrik Assesment Literal Comprehension (Main idea and Supporting Details), Scoring Clasification Students' Reading Ability, The Improvement of The Students Score in term Literal Comprehension, and The Criteria to Accept or Rejct Hypotheses.

FINDINGS AND DISCUSSIONS

The findings of the research present the results of the study revealed that students had enhanced proficiency in literal reading and exhibited comprehension of several concepts such as main idea, supporting details, hypothesis testing, and research debates, which encompassed additional elucidation of the findings

FINDINGS

3.1 Test of Normality

Table 1 Test of Normality Data

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.207	27	.004	.885	27	.006
Post Test	.218	27	.002	.880	27	.005

a. Lilliefors Significance Correction

Based The researcher performed a data normality test based on the information presented in Table 1 in order to ascertain the appropriate method for future data analysis. Based on the findings of the normality test provided in Appendix 10, it is apparent that the p-value of 0.006 is less than the predetermined significance threshold of 0.05. This observation suggests that the distribution of the data does not follow a normal distribution. As a result, the researcher chose to utilise an alternate non-parametric test, namely the paired sample Wilcoxon test, in order to examine the disparities in results before to and following the implementation of the treatment.

3.2 The Students' Score Classification Literal Comprehension in Findings of Main idea

Table 2 Classification Score on Percentage of Main Idea

No	Classification	Score	Pretest		Post test	
			F	%	F	%
1	Excellent	96-100	0	0	15	55,55%
2	Very Good	86-95	0	0	2	7,42%
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	12	44,44%	3	11,11%
5	Fair	56-65	0	0		%
6	Poor	36-55	2	7,42%	7	25,92%
7	Very Poor	00-35	13	48,14%	0	0
	Total		27	100%	30	100%

The table shown displays the categorization of scores in both the pre-test and post-test. In the preliminary assessment, 12 students (44.44%) were categorised as having a reasonably decent performance, 2 students (7.42%) were defined as having a bad performance, and 13 students (48.14%) were identified as having a very poor performance.

In contrast, the post-test revealed a shift in the categorization of students. Specifically, 15 students (55.55%) were categorised as excellent, 2 students (7.42%) as very good, 3 students (11.11%) as reasonably good, and 7 students (25.92%) as bad.

Table 3 The students' Improvement in Terms of Main Idea

No	Indicator	Pre-Test	Post-Test	Range
1.	Mean score	49,07	82,87	33,8
2.	Improvement	68,88%		

Based on the data Table 3, The results of the analysis show that students' literal understanding scores are higher in finding main ideas than in the pre-test, with an mean score

of 49.07 in the pre-test and 82.87 in the post-test, with a range of 33.8 with improvement of 68.88 %.

Table 4 Wilcoxon Signed Rank Test in Term of Main Idea

Test Statistic ^a	
	Post-Test (Main Idea) - Pre-Test (Main Idea)
Z	-3.716 ^b
Asymp. Sig. (2-tailed)	<.001

From the results of the Wilcoxon signed test, the Z value was -3.716 and the asymp sig. (2-tailed) 0.001 < alpha level of 5% (0.05) it means that Ha is accepted. The results demonstrate a substantial and statistically significant different in the mean scores when comparing the pre-test and post-test performance in terms of the findings identifying the main idea.

3.3 The Students' Score Classification of Literal Comprehension in Findings Supporting Details

Table 5 Students' Improvement in Terms of Supporting Details

No	Classification	Score	Pretest		Post test	
			F	%	F	%
1	Excellent	96-100	3	11,11%	9	33,33%
2	Very Good	86-95	0	0	3	11,11%
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	3	11,11%	7	25,92%
5	Fair	56-65	0	0	0	%
6	Poor	36-55	6	22,22%	7	25,92%
7	Very Poor	00-35	15	55,56%	1	3,72%
	Total		27	100%	27	100%

The The aforementioned table displays the categorization of scores in the pre-test and post-test for the identification supporting details. During the pre-test, it was seen that 15 students, accounting for 55.56% of the total, were classified as very poor. Additionally, 6 students, equivalent to 22.22%, were categorised as poor. Furthermore, 3 students, representing 11.11%, were classified as quite good, while an equal number of kids, also amounting to 11.11%, were deemed superb.

However, in the post-test, the classification changed, with 1 student (3.72%) being classified as very poor, 7 students (25.92%) as poor, 7 students (25.92%) as fairly good, 3 students (11.11%) as very good, and 9 students (33.33%) as excellent.

Table 6 Students' Improvement in Terms of Supporting Details

No	Indicator	Pre-Test	Post-Test	Range
1.	Mean score	44,44	76,38	31,94
2.	Improvement	71,87%		

Based on the data Table 6, The results of the analysis show that students' literal understanding scores are higher in finding Supporting Details than in the pre-test, The pre-test mean score was 44.44, while the post-test mean score was 76.38. There was a range of 31.94 between the pre-test and post-test, signifying a percentage improvement of 71.87%.

Table 7 Wilcoxon Signed Rank Test

Test Statistics ^a	
	Post-Test (Supporting Detail) - Pre- Test (Supporting Detail)
Z	-3.607 ^b
Asymp. Sig. (2- tailed)	<.001

From the results of the Wilcoxon signed test, the calculated Z value was -3.607, and the asymptotic significance (two-tailed) of 0.001 was found to be less than the predetermined alpha level of 5% (0.05). This implies that the alternative hypothesis (Ha) has been accepted. The results suggest a statistically significant disparity in the scores obtained from the pre-test and post-test assessments in terms of recognizing supporting details.

3.4 Hypothesis Testing

Table 8 Wilcoxon Signed Ranks Test

Test Statistics ^a	
	Post-Test Score - Pre- Test Score
Z	-4.210 ^b
Asymp. Sig. (2- tailed)	<.001

The researcher was used Wilcoxon Matched-Pairs Signed Rank Test, the result was improved mean score of the pretest to post tes was 46,75 to 79,62. It means there is an increase from the pre-test to post-test. From the results of the Wilcoxon signed test above, the Z value was -4.210 and the asymp sig. (2-tailed) 0.001 < alpha level of 5% (0.05).

Table 9 the significant Analysis of the Students' Improvement

Variable	Asymp.(2- Tailed)	A	Remark
Pretest-Postest	0,001	0,05	Ho is rejected

The asymptotic value (two-tailed) is 0.001, which is then compared to the alpha value of 0.05, as presented in Table 9. Based on the findings of this study, the null hypothesis (H0) is rejected, hence accepting the alternative hypothesis (Ha). Put otherwise, there exists empirical evidence substantiating the existence of a substantial disparity between the variables under examination. In other words, using translation method is significantly effective to improve students' reading ability of descriptive text at tenth grade students of SMK Muhammadiyah 2 Samarinda.

DISCUSSION

3.1 The Improvement of Students' Literal Comprehension in Findings Main Idea

The results of the research indicate a statistically significant disparity in the average student scores when comparing the pre-test and post-test performance in recognising main idea. The average score of the students on the pretest exhibited a lower value of 49.07 in contrast to their score subsequent to the execution of the translation method. After undergoing the Translation Method, there was a notable improvement in the average post-test score, as seen by the data presented in Table 4.2. Moreover, according to the findings presented in Table 4.5, the asymptotic significance (2-tailed) is less than the predetermined level of significance (α). This indicates that the use of the Translation Method as a pedagogical approach for teaching Descriptive Text has a positive impact on students' reading proficiency, specifically in their ability to recognise important concepts.

From the explanation above, the improvement in students' abilities, observed in both the pre-test and post-test, indicates the effectiveness of the Translation Method in enhancing their reading comprehension skills, particularly in identifying main ideas, after the treatment.

3.2 The Improvement of Students' Literal Comprehension in Findings Supporting Details

The study findings demonstrate a statistically significant disparity between the pre-test scores and the average post-test scores of students in relation to their ability to detect supporting details. Prior to the implementation of the translation process, the average score obtained by the students on the pretest was comparatively lower, specifically 44.44. Nevertheless, following the implementation of the translation method during the intervention, there was a noticeable improvement in the students' mean score on the post-test (76.38), as seen in Table 4.6. Moreover, the findings presented in Table 4.9 indicate that the asymptotic (two-tailed) value is less than the predetermined significance level, denoted as "a." This observation provides empirical support for the efficacy of using the Translation Method as a means to enhance students' reading proficiency in the identification of supporting details.

From the explanation above, The improvement observed in students' abilities, evident in both the pre-test and post-test, signifies the effectiveness of the Translation Method in enhancing their reading comprehension skills, specifically in identifying supporting details, after the treatment

3.3 The Improvement Students' Scores of Pre-test to Post-test

The research findings indicate a significant disparity in the average scores of students between the pretest and posttest. Before the application of the translation method, the average score of the students in the pretest was comparatively lower, specifically 46.75. Nevertheless, following the implementation of the translation technique throughout the treatment, there was a notable improvement in the students' average score in the posttest, as seen in Table 4.10. Furthermore, the observation that the asymptotic p-value (two-tailed) is less than the predetermined significance level (α) offers supporting evidence for the statistical significance of the findings.

As a result, there is a significant positive effect on students' reading ability in descriptive text after receiving the treatment. In other words, it effectively answers the research question, demonstrating that improving students' reading ability in descriptive text using the Translation Method is effective.

CONCLUSION

Based on the data analysis and arguments offered in the preceding chapters, it can be inferred that the use of the translation method significantly improve students' reading ability, particularly in terms of comprehending main idea and supporting details. This is demonstrated by a significant rise in the comprehension of the main idea (68.88%) and supporting details (71.87%).

The analysis of the pretest and posttest data resulted in the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o), with an asymptotic score. The two-tailed test result is less than the significance level, with a p-value of 0.001, which is smaller than the predetermined alpha level of 0.05. This finding indicates that the proper implementation of the translation method effectively improves students' reading ability in terms of main ideas and supporting details in descriptive texts.

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