The Use of Translation Activity To Improve the Students' Vocabulary Mastery

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Abstract

Teaching English is very challenging nowadays. Senior high school students urgently are needed to be communicative in using English well. They need to be able to develop their English skills well. Dealing with mastering English skills, vocabulary is one of the crucial language components in learning English. In fact, most of the students faced difficulty in acquiring and mastering English vocabulary to support and develop their English skills. English teachers need to apply the appropriate strategy and activity to improve students' vocabulary. This research aimed to know the process of improving students' vocabulary mastery by using translation activity for Senior High school students at SMAN 3 Bojonegoro. This research used classroom action research. The subject of this research was students of Social Program at 11 B. In collecting the data, the writers used test items and observation sheets. The test was given pre-test, test 1 and test 2. Then the writers analyzed the mean score of each test to find out the improvement of students' vocabulary mastery after the action was done. The result shows that there is an improvement in students' vocabulary mastery. It could be seen from the score of the pretest is 42, posttest 1 is 47,8 and posttest 2 is 61. After conducting action research, it shows that students made good improvements in learning vocabulary. Based on the result of the research, it can be concluded that using translation activity can improve students' vocabulary mastery.

Keywords: Translation Activity; Vocabulary Mastery; Senior High School students

Introduction

Vocabulary is one language component that plays an important role in mastering skills in English. Without having good and sufficient vocabulary, learners will be difficult in understanding and comprehending words when they listen, speak, read and write in English. Vocabulary mastery is one of the crucial things that learners have to master. Learners who have good and sufficient vocabulary mastery will be easy to communicate and comprehend information in English. As a result, they are able to read books, newspapers, journals, and the article in English easily. They can speak English fluently and even they can comprehend what they listen to. Automatically they can easily express their idea in writing activity. In other words, mastering vocabulary will help them to master English skills well. Teaching vocabulary is challenging for English teachers in Indonesia. There are many aspects of vocabulary teaching and learning which have been investigated and researched. In fact, problems still found. Students still have problems in learning and mastering vocabulary. As a result, they cannot comprehend texts in English well, they get stuck when they listen to the conversation in English and they speak English doubly. Those problems impact their communication skills in English. Automatically it can be a problem to reach the goal of learning. Hatsunar, Bharati and Sutupo as summarized by Sari and Sutopo (2018:36) argue that in teaching and learning a foreign language, vocabulary is considered an important role to connect the four skills in English namely listening, speaking, reading and writing. In other words, vocabulary can be taken into account as a core to develop those four skills in learning English as a foreign language.

Regarding the statement above, problems also still found in senior high school students in Bojonegoro. Most of the students faced difficulty in mastering and learning vocabulary in a foreign language. It impacts on their ability in English. Most students still had a lack of confidence in speaking, they still had a lack of comprehension in reading and even they got confused in writing and expressing their idea. Based on interviews and investigation from the students (it was done on June – August 2018), students faced a lot of problems in vocabulary. They had a lack of understanding of vocabulary in English. They cannot remember the meaning of certain words well, they had a lack of understanding and comprehending English texts while reading. Automatically those problems affected their mark. As a result, the main goal of teaching and learning could not be reached effectively. Dealing with the problems, teachers, practitioners, and others needed to give attention and offer the solution to minimize and decrease the problems. It urgently needs appropriate technique and strategy to help students to improve their vocabulary mastery.

In teaching English as a foreign language, there are a lot of strategies,

techniques, and ways to improve English skills and mastery. One of them is the translation activity. Surjeet Singh Warwal (2017:125) defines that translation is the comprehension of the meaning of the text. It can be understood that translation is a process of finding out and comprehend the meaning of certain words. It aims to increase and improve communication skills in English. Dealing with vocabulary, translation closely related to be a strategy to improve students' vocabulary mastery.

Realizing the importance of vocabulary and the problem faced above, appropriate strategies and techniques are required to help and solve the problems dealing with teaching vocabulary. A great number of researches have been done to investigate and improve teaching and learning vocabulary's problem. There are numbers of research have been conducted to investigate vocabulary and its complicated problems. Rizal Ismail and Reza Ahmadi (2012) conducted research about improving vocabulary learning in foreign language learning through reciprocal teaching strategy. This research shows that reciprocal teaching had a significantly positive effect on foreign language learning. It deals with cognitive and metacognitive strategy can be used to enhance students' vocabulary learning. The research was conducted in Malaysia. While Dewi Nur Halimah (2017) also investigated about teaching and improving vocabulary mastery. She conducted research on improving the students' vocabulary mastery by using storytelling. The research is a kind of classroom action research, the result of the research shows that students were able to take the word meaning based on the context by using storytelling technique. Students also could memorize new vocabulary and the students are enthusiastic in teaching and learning English. In conclusion, storytelling can improve students' vocabulary mastery and it can be proved from the students' score from 6,9 to 7,2. It can be understood that there are a lot of ways to help and improve students' vocabulary mastery.

Dealing with the problems faced by senior high school students in Bojonegoro, students had a lack of vocabulary mastery, they also had difficulty in comprehending the text because they did not the meaning of the words and other problems. To solve the problems, the writers intended to conduct research entitle improving students' vocabulary mastery by using translation activity at SMAN 3 Bojonegoro. It is a kind of classroom action research. It aims to improve students' vocabulary mastery in learning English. This research had two research questions (1) how the process of teaching and learning vocabulary by using translation activity? (2) How is the result of students' vocabulary mastery that applies translation activity? The research focused on the use of translation activity to improve students' vocabulary learning. It means that the teacher used translation activity in teaching and learning English process. Translation activity is suitable for students to find out the meaning. It also helps students to memorize the meaning of the words. It also makes students active in searching and consulting with the dictionary and others. The writers used

translation activity in teaching vocabulary because the writers trust it can help students understand and active in finding out and searching the meaning of the words. As a result, they are able to comprehend and memorize the meaning of the words and it can influence their improvement of vocabulary mastery.

The objective of this research is to find out and describe the process of teaching and learning vocabulary by using translation activity. It also aims to analyze the improvement of students' vocabulary mastery by using translation activity. It simply can be said that the objective of this research is to analyze the process of improvement students' vocabulary mastery through translation activity at SMAN 3 Bojonegoro.

Method

This research used a classroom action research method. It aimed to solve the problem that frequently occurred in the process of teaching and learning, especially in teaching and learning English. This kind of research involved the teacher and his/her partner as an observer to take note and observe the process of teaching and learning. Dealing with this research, the writers took the students of SMAN 3 which had 15 classes and there were 35 students for each class. It means there were 525 students. The writers just took 1 class as the sample of the research. It consists of 35 students in the eleventh grade of social class in the academic year 2019/2020. The reason for choosing that class as an object of the research because the problems frequently occurred in that class, that is why the writers took it as an object of the research. Since this research is classified as classroom action research, the writers used the observation sheet and vocabulary test. The observation sheet was used to observe and make notes related to the process of teaching and learning in the classroom while the vocabulary test was distributed to get the progress and improvement of students' vocabulary mastery. The test was contrasted in some parts to measure students' vocabulary mastery. The test was done in two sections at the end of the cycles. The research consists of some steps namely planning, acting, observing and reflecting. At the end of the cycles, the writers distributed a vocabulary test.

Results

Since this research was classified as classroom action research, there are some cycles that consist of three meetings. Each cycle consisted of some steps namely planning, acting, observing and reflecting. Before conducting classroom action research, the writers did a pretest to know and analyze the students' vocabulary mastery before doing the cycles. to get the data, the writers distributed vocabulary test to obtain the students' score before applying

translation activity. Based on data collection, the result of pretest can be represented on the table below:

Table 1. The Pretest Score of Students' Vocabulary

No	Name	Score
1	Tahta Cakra Hari N	40
2	M. Arjun Safa'atal Usman	43
3	Andri Zaki P	52
4	Choirul Umam	45
5	Ery Dwi Prasetyo	20
6	Febrian Arya M	33
7	Monica Lauchen D	40
8	Wildan Purwo	23
9	Mada Adi Ilham Maulana	40
10	Chytah Syailendra P	40
11	M. Fahmi M	48
12	Febriyan Arya	33
13	Syahbrina Wulan	60
14	Agnes Dwi Mahardika	50
15	Alungga Laksana Sultan	47
16	Moch Rizky Pratama	47
17	Agus Budiharto	47
18	Budi Mulia H	44
19	M. Arianaza Mei	42
20	Mila Nursilawati	46
21	Alfian Wicaksono	40
22	Sevrilia Fara Mardiana	45
23	Muhammad Muhlisin	23
24	Happy Laura S	62
25	Nur Aini Faida	44
26	Sabila Umatun F	53
27	M. Cansar Samudra	44
28	Nadiva P	45
29	Nurma Wulandari	57
30	Putri Sherly Ananta	48
31	Onto Bani Kusumo	43
32	M. Bardam Nasirudin	33
33	Ahmad Reza Wahyu N	23

| 34 | M. Rizqon Fauroni | 36 |
| 35 | Azazia Kamila | 38 |

The table above describes that most of the students or even almost all students had a poor score in vocabulary mastery. It can be recognized from the score of the test. Students had a lack of vocabulary mastery while they did the reading test. It can be seen from their answer and their understanding related to certain words that tested on the pretest. The lowest score was 20 and the highest score just was 62. Based on the calculation, the mean score was 42. It can be summarized that students totally had a problem with their vocabulary. It can be proven from their score on the pretest and the mean score as well.

1. The Description of Cycle 1

    Classroom action research typically involves some actions to obtain and see the progress. Dealing with this research, it took two cycles namely cycle 1 and cycle 2. After finishing cycle 1, there was note and improvement and also posttest to know and analyze the progress. Below is an explanation about the progress of cycle 1.

    a. Planning

        The first step that had to do in classroom action research was planning. In this step, the writes arranged and planned lesson plans and research instruments (vocabulary test). Regarding the constructing research instrument, a validator was truly needed to validate the research instrument. After validating the instrument, the writers prepared it and it was ready to be distributed to the students. It consists of a lesson plan and a vocabulary test.

    b. Acting

        It took around 3 weeks in cycle 1 especially in the acting of the research. At the end of the week, the researcher took a test for students to see and know the progress. Each meeting had noted as improvement and suggestion for the next meeting. The acting was done based on the planning that had been arranged in action research. In teaching and learning English, the teacher applied translation activity to help students in learning and acquiring vocabulary. In the teaching and learning process, the writers carefully considered activities that applied in the learning process. It was done in some period of time during cycle 1.

    c. Observation

        As the essentials of classroom action research, this research also involved observer to take note and observe the teaching and learning process. During the observation, the observer took note of the activities that the teacher and students did. It means in each observation, there

were two main concerns namely teacher's activity and students' activity. Below is the description of students' activity and teacher activity during the teaching and l9earning process.

a) Students' Activity

In this observation sheet, there were 12 items that consist of 3 main activities such as pre-teaching, whilst teaching and post-teaching. Based on the result of observation and analysis, it can be said that the progress score was 71%. It means that during the process of teaching and learning, students showed their enthusiasm for doing translation activity. It can be proved from the means score of the observation sheet. It was around 71%. During the process, of course, there were some problems that occurred. Those problems were considerations to make better planning and improvement for the next cycle. During the observation, it can be described that students had a problem with their concentration in the teaching and learning process. Another problem also occurred. It was related to the time and schedule that took in the afternoon.

b) Teacher's Activity

Dealing with the teacher's activity in the teaching and learning process, there were some points. The teacher needed to be active in helping and guiding students in doing translation activity. The teacher should make interactive activities to avoid sleepy activity. While other activities, the teacher did well and she could manage the teaching and learning process well. Based on the calculation, the mean score was 73,3%. It can be concluded that the teacher had applied the lesson plan well.

At the end of the 3rd meeting, the teacher conducted a posttest. The description of the result can be described below:

Table 2: The Score of the first Posttest

No	Nama Siswa	Skor
1	Tahta Cakra Hari N	22
2	M. Arjun Safa'atal Usman	63
3	Andri Zaki P	58
4	Choirul Umam	43
5	Ery Dwi Prasetyo	48
6	Febrian Arya M	34
7	Monica Lauchen D	43
8	Wildan Purwo	35
9	I Mada Ari I M	48

10	Chytah Syailendra P	55
11	M. Fahmi M	38
12	Tanpa Nama	23
13	Syahbrina Wulan	55
14	Agnes Dwi Mahardika	48
15	Alungga Laksana Sultan	53
16	Moch Rizky Pratama	47
17	Agus Budiharto	58
18	Budi Mulia H	45
19	M. Arianaza Mei	40
20	Mila Nursilawati	68
21	Alfian Wicaksono	53
22	Sevrilia Fara Mardiana	57
23	Muhammad Muhlisin	47
24	Happy Laura S	57
25	Nur Aini Faida	52
26	Sabila Umatun F	54
27	M. Cansar Samudra	34
28	Nadiva P	55
29	Nurma Wulandari	53
30	Putri Sherly Ananta	67
31	Onto Bani Kusumo	52
32	M. Bardam Nasirudin	42
33	Ahmad Reza Wahyu N	50
34	M. Rizqon Fauroni	48
35	Tanpa Nama	25

$$= \qquad Mean = \frac{1670}{35} = 47,8$$

The table above can be described that there was an improvement in students' scores in their English especially in comprehending English text. Based on the calculation of the table above, the mean score was 47,8. Comparing to the pretest, there was an improvement from the students' progress in learning vocabulary.

d. Reflecting

After finishing cycle 1, the writers got some notes and suggestions from the observer related to the teaching and learning activity. The teacher had applied some planning which had been planned in the lesson plan, but there were some notes from the observer to improve planning on the next. It can be simplified that translation activity gave an improvement in learning vocabulary. The result was not still a

maximum. Of course, the writers needed to make improvements in designing a plan for the next cycle. Dealing with the observation sheet, there is some note that can be an improvement for the next cycle such as:

a) Students still had a lack of concentration in the learning process, so the teacher needed to apply some attractive activities

b) Students still had lack of initiation to actively take part during teaching and learning process

c) The teacher still needed to improve classroom management during the learning process.

d) The teacher needed to actively guide students to do translation activity.

2. The Description of Cycle 2

After finishing cycle 1 and getting some notes from observation, it means that the writers had prepared some improvement planning to make it better and achieve the goal of learning especially to improve students' vocabulary. In this case, translation activity was the main core in helping students in mastering vocabulary. In cycle 2, there were some steps such as planning, acting, observing and reflecting. Based on the result in cycle 1, there were some improvements in cycle 2.

a. Planning

In planning, the writers planned some preparations such as lesson plans, media and so on. Cycle 2 also took time around 2 weeks. In planning, the writers planned to add and vary the media to attract students' attention and concentration. Then, the writers also choose interesting media and materials to make students actively use translation activity in the learning process. The teacher also recommends some online dictionaries to make students easily access and translate difficult words. After preparing some planning such as lesson plan, media, and teaching material, the writer validated the instrument and consulted with the expert.

b. Acting

In the process of teaching and learning process, cycle 2 was done in 3 weeks. As usual, at the end of the cycle, the writers gave a posttest to measure students' ability in mastering vocabulary. In each meeting, the teachers improved the planning or lesson plan to make students actively take part in translation activity during reading activity. The teacher also was aimed by media such as PowerPoint and pictures to attract students' interest and motivate students in the teaching and learning process. In this cycle, the teacher also gave various and attractive English text to make students engage. The students also were more interested in doing translation activity.

c. Observing

After giving some activity in acting activity, the observation was urgently needed to do in this research. It aims to get accurate data related to the teaching and learning process in the classroom. Dealing with cycle 2, there were some notes both from the teacher's activity and students' activity.

a) Students' activity

Based on the observation in the classroom, it can be said that there is an improvement in students' activity in doing translation activity. In the first cycle, the mean score was 73,3% while in the second cycle, the means score was 87,5%. It can be concluded that there is an improvement in students' activity in the teaching and learning process by applying translation activity.

b) Teacher's activity

Regarding the teacher's activity, accurate data was obtained from the observation. There was an improvement score in teachers' activity. In the second cycle, teachers made some significant improvements in teaching activity. It can be seen from the score of the observation sheet. The mean score of teacher activity was 93,3% while at the first cycle the mean score was just 73%. In other words, there was a significant increase in the teaching process. Of course, it was obtained because the teachers made some improvements in planning and preparing lesson plans, media, and classroom management. It can be concluded that there is an improvement in the teaching and learning process by using translation activity in English class.

As the previous part mentioned, at the end of the second cycle, the teacher gave a posttest to measure students' improvement after doing translation activity in the learning process. Based on the result, below are the data obtained:

Table 3: Posttest Score in Cycle 2

No	Nama Siswa	Skor
1	Tahta Cakra Hari N	40
2	M. Arjun Safa'atal Usman	70
3	Andri Zaki P	63
4	Choirul Umam	55
5	Ery Dwi Prasetyo	65
6	Febrian Arya M	55

7	Monica Lauchen D	53
8	Wildan Purwo	50
9	I Mada Ari I M	60
10	Chytah Syailendra P	65
11	M. Fahmi M	50
12	Tanpa Nama	49
13	Syahbrina Wulan	67
14	Agnes Dwi Mahardika	60
15	Alungga Laksana Sultan	64
16	Moch Rizky Pratama	67
17	Agus Budiharto	70
18	Budi Mulia H	66
19	M. Arianaza Mei	60
20	Mila Nursilawati	79
21	Alfian Wicaksono	65
22	Sevrilia Fara Mardiana	67
23	Muhammad Muhlisin	55
24	Happy Laura S	60
25	Nur Aini Faida	65
26	Sabila Umatun F	68
27	M. Cansar Samudra	50
28	Nadiva P	64
29	Nurma Wulandari	68
30	Putri Sherly Ananta	75
31	Onto Bani Kusumo	65
32	M. Bardam Nasirudin	60
33	Ahmad Reza Wahyu N	64
34	M. Rizqon Fauroni	55
35	Tanpa Nama	49

$$Mean = \frac{2138}{35} = 61$$

Based on the data above, it can be described that students had significant improvement. It can be seen from the mean score. In the first cycle, the mean score was 47,8 while at the second cycle the mean score was 61. In short, during the second cycle, there was an improvement in students' vocabulary mastery in learning English through translation activity.

d. Reflecting

Dealing with the result from the second cycle, students had improvement after doing translation activity. In the second cycle, the teacher was aimed at previous observation notes to improve planning and media in teaching activity. The teacher had made a

good improvement in preparing the lesson plans and teaching material. That is why students were attractive in the learning activity and doing translation activity. Translation activity can be included as an effective way to help students in learning English vocabulary. It means that students can consult with the dictionary and also they can do translation activities such as finding out similar meaning and contrast meaning, matching the words with pictures and so on.

Based on the explanations above, translation activity can help students in learning English especially in learning English vocabulary. It can be proven from the 2 cycles that have done in this research. There was a significant improvement especially the students' mean score. During two cycles, both students and teacher did a lot of improvement. Teachers can prepare appropriate teaching material and also media to guide students in doing translation activity. While students can easily apply translation activity during the teaching and learning process. Translation activity also has some various activities such as finding similar and contrast meanings, matching the words with pictures and even direct translation by consulting to the online dictionary.

Related to vocabulary research, there is numerous vocabulary research that can be compared. Dewi Nur Halimah (2017) found that storytelling can improve students' vocabulary mastery and students could easily understand and memorize new vocabulary in the learning process. While Satuna Indah Wardani (2014) shows her result that there was an improvement in the number of students who passed the test in vocabulary. This result also shows that teaching vocabulary mastery by applying word mind mapping strategy can improve students' vocabulary, especially for vocabulary school.

Sondang Manik and May Cristiani (2016) also conducted research related to vocabulary. The result shows that matching words in computers significantly improved students' vocabulary mastery of SMAN 1 Siborongborong. In the research, they applied matching words on computer-assisted, and language learning. So, it can be implicitly said that translation activity can improve students' vocabulary mastery at SMAN 3 Bojonegoro.

Conclusion

Based on the data analysis and description above, the writers concluded that translation activity is recommended as one strategy and way to teach English, especially for teaching and learning vocabulary. It has a good improvement in the teaching and learning process. It may provide students to know and comprehend more detail about the difficult words and then they can consult to a dictionary or associated with pictures to help students

To the English teachers, teaching and learning activity are not easy because they need preparation and appropriate strategy to reach the goal of learning. Ideally, teachers should have a lot of resources to help them in the teaching process. Teachers can choose an appropriate strategy, method, and media based on the situation and needs. Since this research shows that translation activity can make improvement on students' vocabulary, it is recommended for teachers to practice it in the classroom. To the students, the students ideally should be active in engaging the process. The students have to increase their ability by actively taking participation in the process. The students should understand and memorize new vocabulary because vocabulary is a crucial part of teaching and learning English.

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