

The Implementation Of The Word-For-Word Translation Method To Enrich Students' Vocabulary Mastery

Umar Umar¹

¹Universitas Sulawesi Barat, Indonesia

Desianti Ma'tan²

²Universitas Sulawesi Barat

Email: umar@unsulbar.ac.id, deshyanthyjonher1@gmail.com

Abstract

This study aimed to determine the enrichment in students' vocabulary after the implementation of the word-for-word translation method and to determine the student's response to the implementation of the word-for-word translation method. The location of this research was in SMP Negeri 1 Pana. The approach used in this research was quantitative with a quasi-experimental and survey methodology. Sampling used simple random sampling and the sample was the entire class VIII which collected 46 people. Class VIII A was the experimental class consisting of 23 people and class VIII B was the control class consisting of 23 people. The experimental class applied the word-for-word translation method while the control class used the free translation method. This study used instrument tests and questionnaires. The mean score of the pre-test students was (25,13) and the mean score of the post-test was (42,52), while the results of the Independent T-Test showed that Sig. (2-tailed) < 0.05 or (0.00 < 0.05) so it can be concluded that the implementation of the word-for-word translation method can enrich students' vocabulary. For the analysis of the questionnaire, the student's responses were in the Good category where the average value was 75,0. This means that students are interested and have a positive perception of using the word-for-word translation method to enrich students' vocabulary.

Keywords: Translation, Word-for-Word, Students' Vocabulary



INTRODUCTION

Vocabulary is the most basic that should be learned by students in learning English. As stated by Nurhidayah et al. (2016) that in English teaching, vocabulary is the main foundation for understanding the English language. In English, four skills must be mastered by students namely listening, reading, speaking, and writing. To be mastered these skills students need vocabulary. So, before students study the four skills, students should learn vocabulary first. It is supported by Astriyanti and Anwar (2016, p. 41), Vocabulary is needed to improve the four English skills; Listening, speaking, reading, and writing.

Based on interviews that had been held by the researcher with an English teacher from SMP Negeri 1 Pana, The teacher said that besides students being less active in learning English, the students also have a lacking vocabulary.

Therefore, to solve the previous problem, teachers are required to be able to apply the various techniques for students don't feel bored learning vocabulary. Brown (2001) in Yulisa (2010) stated a variety of techniques is important because of limited language capacity. Brewster et al. (1992) in Alqahtani (2015), explained that there are some techniques in teaching vocabulary including translation. Referring to Newmark (1988), several translation methods are word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.

As stated in the previous explanation the title of this research was "The Implementation of the word-for-word translation method to enrich students' vocabulary in Junior High School 1 Pana". Word-for-word translation is intended as an interlinear translation from the source language to the target language where the source language is preserved and words are translated singly with the most common meaning, Newmark (1988).

LITERATURE REVIEW

Vocabulary

According to Binder et al. (2017), vocabulary refers to all of the words that people know. As a speech-language pathologist, the speaker often talks about receptive and expressive vocabulary. An expressive vocabulary of expressive language refers to anything that students say or the words students use. For example, if a teacher shows the students a picture of a ball the students look at it and say the word "ball". It is in line with Linda and Shah (2020), that



vocabulary is defined as knowledge of words, and includes the understanding of word meanings. In brief, vocabulary is a word sound or a combination of sounds and it represents the writing or printing inputs that signify and produce meaning. It is in accord with Lessard and Cluston (2021), who stated that vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning.

The Importance of Vocabulary

According to Juhendi (2014) in Alvisar and Malik (2016), vocabulary is a vital aspect of language, because it appears in every skill of language including listening, speaking, reading, and writing skills. Alqahtani (2015) has shown that second-language readers rely heavily on vocabulary knowledge. In production, when students have a meaning or concept that wish to express, the students need to have a store of words from which can select to express the meaning or concept. Another researcher Lessard and Cluston (2021), stated vocabulary is the center of English language teaching where without sufficient vocabulary, students cannot communicate with others or express an idea in English. More productive vocabulary acquisition helps students develop greater fluency and expression to communicate with others in English.

Based on the previous experts' opinions it can conclude that vocabulary is crucial because vocabulary is the basic foundation in learning English. Without vocabulary, students can not master four skills in English that are listening, speaking, reading, and writing. By mastering the four skills in English, students can communicate fluently with other countries, and also students can express an idea both spoken or written in English.

Kinds of Vocabulary

In general, everyone's vocabulary is different depending on the field of each person. According to Harmer (1991) in Vikasari (2019), there are two kinds of vocabulary:

- 1) Active vocabulary refers to put items that can use appropriately in speaking or writing and it is also called productive vocabulary
- 2) Passive vocabulary is words that students recognize and understand in a context that helps the students recall the word's meaning

Translation

The translation is rendering the meaning of a text into another language in the way that the author intended the text, (Newmark, 1988). Pramuniati and Basyaruddin (2016) stated that



translation is the process of transferring the meaning of the text (native language) into another language text (target language) that has the same meaning as the original text. A good translation, verbally or in writing, will give more meaning or the message delivered. Whether the translation is obedient or not in the source language form is not important, the most important is the translation to the same meaning of the message in the source language.

For the message of SL acceptable in TL, the translation should be restructured. It is in line with Nida and Taber (1982) that to make the final message fully acceptable in the receptor language, the translation should be restructured. Vinay and Darbelnet (1995) in Hatim and Munday (2004, p. 148-149) stated that generally speaking, translators can choose from two methods of translating, namely direct or literal translation and oblique translation. It may, however, also happen that, because of structural or metalinguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis. In this case, it is understood that more complex methods have to be used which at first may look unusual but which nevertheless can permit translators strict control over the reliability of their work: these procedures are called oblique translation methods. In the listing which follows, the first three procedures are direct and the others are oblique. One of the procedures is modulation. Modulation means restructuring a message of source language text in a target language text in a different structure but the meaning is not different, Sofyansyah et., al (2018, p 129)

According to Newmark (1988), There are several translation methods, such as word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.

Word-for-word Translation Method

According to Newmark (1988), Word-for-word is intended as an interlinear translation from the source language to the target language where the source language is preserved and words are translated singly with the most common meaning. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. Newmark (1988) in Hirata (2021) argued that this method is generally used at the pre-translation stage, so the translation of this method can occur at the analysis stage or the initial stage of transfer. Although Hatim (2014, p. 235) equates the word-for-word translation method with the literal translation method, several



experts distinguish between the two translations, such as Newmark (1988, p.70) Word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation, and it is normally effective only for brief simple neutral sentences, while literal translation ranges from one word to one word through the group to group collocation to collocation, clause to clause, to sentence and Masduki (2011, p.3-4) Word-for-word translation is a translation that is still tied to the word level as in the Source Language while literal translation has made adjustments to the form in the target language.

Teaching Word-for-Word Translation Method

Newmark (Hartono, 2017, p. 16) argues that in the word-for-word translation method, the words in the target text are usually placed directly under the version of the source text, so this translation method is often referred to as the line-to-line translation method. In carrying out their duties, the translator only looks for equivalent words from the source language in the target language. Each word is translated individually based on general meaning or out of context, while words related to culture are translated literally. The procedure of the word-for-word translation method in this research is as follows:

1. The researcher divided students into several groups.
2. The researcher provided a text to translate and determined which sentence each student would translate. For example: *When I was a baby*
3. The student asked to write every meaning of a word in the sentence that students find. Example: When= *kapan, ketika*, I= *saya, aku*, was= *adalah, berada*, a= *sebuah, seorang*, baby= *bayi*.
4. Students translate the text into sentences using the word-for-word translation method by choosing one meaning of each word that fits the context of the sentence. Example: *Ketika saya adalah seorang bayi*
5. Next, to make the final message fully acceptable in the receptor language. The sentence was restructured using modulation translation. So, the sentence *ketika saya adalah seorang bayi*, then, restructuring use modulation translation be *ketika saya masih bayi*. Explanation: The meaning of was= *Adalah* translated to be *Masih* because the word *was* is an auxiliary verb that functions to express events that occurred in the past. Whereas *a=seorang* is an article that refers to a singular countable noun, that is *baby*. Thus, the word *a* can be omitted.

6. Last, determine which vocabulary should students memorize.

RESEARCH METHODOLOGY

This study was conducted using quantitative research, where the design in this research was quasi-experimental and questionnaire. The Quasi-Experimental design applies in this study namely the Pre and Posttest design. Both the control group and the experimental group were given a pre-test at the beginning and a post-test at the end of learning, while treatment was only given to the experimental group. The research design is as follows:

Table1. Pre-Test and Post-Test Design

Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experiment Group	Pre-Test	Experimental Treatment	Post-Test

The participant in this research was all of the students in the eighth grade of Junior High School 1 Pana' which was VIII A (23 students) as an experimental group and VIII B (23 students) as a control group.

There were several instruments used in this research due to answer the research formulation of the research. The research instruments are tests and questionnaires. The test in this study did for twice, before and after treatment. The test before treatment is mentioned as a pre-test, then the test after treatment is mentioned as a post-test. There were examined 100 (50 Pre-Test and 50 Post-Test) items in the test type of test containing multiple-choice, matching words, complete sentences, and translation. The purpose of the test is to know whether the implementation of the Word-for-Word Translation Method significantly enriches students' vocabulary. The questionnaire used in this research is a Likert Scale and it was conducted hand-delivered. The questionnaire consists of 9 statement items, five positive statements, and four negative statements. The purpose of the questionnaire in this study is to know the students' responses about the implementation of word-for-word translation in enriching students' vocabulary.

In the early meeting both the experimental and control group given a pre-test. After the pre-test, the experimental group was given treatment. The treatment did for three meetings. After treatment in the experimental group, the both experimental and control groups were given post-test. After the post-test in the experimental group, the group was given a questionnaire. The questionnaire was conducted hand-delivered.



The researcher analyzed the test and hypothesis by using Statistical Package for Social Sciences. The SPSS is Paired Sample T-Test. While to analyzed the questionnaire, the researcher used the formula: $p = \frac{f}{n} \times 100\%$.

DISCUSSION

The result of data analysis between the pre-test and post-test showed that there is an enrichment of students' vocabulary in the experimental group after treatment by using the word-for-word translation method. The result is shown in the table below:

Table 2. pre-test and post-test

No.	Name	Mean Score	Standard Deviation	Minimum Score	Maximum Score
1.	Pre-Test	25,13	12.603	6	58
2.	Post-Test	42,52	19.318	14	90

From the result of the data comparison between the Pre-Test and Post-test, the data showed that the mean score and standard deviation in the post-test were greater than the mean of the pre-test, or (42,52 > 25,13) than the standard deviation (19,31 > 12,60). From the data, it can be seen that the student's vocabulary was enriched after the implementation of the word-for-word translation method. The significantly enrich of the students' vocabulary can be seen in the result of the hypothesis test. The T-Test used a significant value of 5% or a level of confidence of 95%. The significance value (2-tailed) is 0,00 < 0,05, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Thus, it can be interpreted that there is a significant enrichment of students' vocabulary after the implementation of the word-for-word translation method.

To know the students' responses to the implementation of the word-for-word translation method to enrich students' vocabulary. It can be seen from the result of the questionnaire that has been analyzed by the researcher. The questionnaire analysis presented:

Table 3. score

Statement	Score	Percent %	Category
1	101	87,7	Very Good



2	104	90,4	Very Good
3	94	81,7	Very Good
4	78	67,8	Good
5	101	87,8	Very Good
6	61	53,0	Fair
7	83	72,1	Good
8	79	68,7	Good
9	76	66,1	Good
Total	777		
Average	86,3	75,0	Good

The result of the questionnaire shows that the calculation of the percentage score of 75,0% is included in the Good category. This means that students are interested and have a positive perception of using the word-for-word translation method to enrich students' vocabulary. In other words, the method can be implemented to enrich students' vocabulary.

CONCLUSION

Based on the results of the data analysis of the finding and discussion, the conclusions of this study are the Implementation of the Word-for-Word Translation Method can Enrich Students' Vocabulary in Junior High School 1 Pana and the student's perception of the implementation of the word-for-word translation method on average chose to agree on each statement in the questionnaire from 23 students. The result of the questionnaire shows that the calculation of the percentage score of 75,0% is included in the Good category. This means that students are interested and have a positive perception of the implementation of the word-for-word translation method to enrich students' vocabulary. In this research, several factors that affect the implementation of the word-for-word translation method can enrich students' vocabulary:

1. The word-for-word translation method is interesting
2. The word-for-word translation method increase students' enthusiasm
3. In the word-for-word translation method, the students focus on the meaning of every word in a sentence.



REFERENCES

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. III, No. 3 / 2015.
- Astriyanti, D., & Anwar, K. (2016). Improving Students' Ability in Vocabulary Mastery Through Index Card Match. *Jurnal Edukasi*, 41.
- Binder, K. S., Cote, N. G., Lee, C., Bessette, E., & Vu, H. (2017). *Journal of Research in Reading*. Wiley Online Library.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson.
- Hartono, R. (2007). *Pengantar Ilmu Menerjemah-A Handbook for Translator*. Semarang: Cipta Prima Nusantara.
- Hatim, B., & Munday, J. (2004). *Translation: An Advanced Resource Book*. London and Newyork: Routledge.
- Linda, A., & Shah, P. M. (2020). Vocabulary Acquisition Style in the ESL Classroom: A Survey on the Use of Vocabulary Learning Strategies by the Primary 3 Learners. *Scientific Research*, 1973-1987.
- Masduki. (2011). *Jenis dan Makna Terjemahan*. Academi Edu, Volume 5.
- Newmark, P (1988). *A Text Book Of Translation*. Hertfordshire: Prentice-Hall.
- Nida, E. A., & Taber, C. R. (1982). *The Theory and Practice of Translation*. Netherlands: United Bible Societies.
- Nurhidayah, R., Sukirlan, M., & Suka, R. G. (2016). *Teaching Vocabulary Through Picture*. Scholar.Archieve.org.
- Pramuniati, I., & Basyaruddin, B. (2016). Analysis of French Informatics Translation Method Vocabulary In the Indonesian Language. *International Seminar and Annual Meeting*, 346-363.
- Sofyansyah, Anita, & Noverinol, R. (2017). Modulation Technique in English-Indonesian Translation of Jane Austen's *Pride and Prejudice*. *Journal of Language and Literature*, 129.
- Vikasari, R. M. (2019). The Effectiveness of Applying ESA Method Towards Students' English Vocabulary Mastery. *Journal of English Language Teaching*, 76-83.

