

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Nowadays, English plays an important role in the world as a means of communication. It becomes an international language and used as a unifying language of the countries in the world to disseminate the information and news. Therefore, it requires people to be able in English and most countries in all over the world use it as their second language. In some countries which English is not as the second language, such Indonesia, English became foreign language that is required at every level of school.

Learning English as a foreign language involves the handling of four basic skills. The students must learn to achieve these integrated language skills because they are support each other. They are listening speaking, reading, and writing.

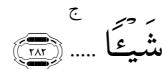
Among the four skills of language, writing is one of productive skill which is the ultimate skill that learners should master beside speaking. Mehrabi (2014: 1) states that although writing and speaking are productive skills, there are important differences between them. While writing should be taught to poeple, speaking can be learned normally. In comparison to speaking, writing imposes greater demands on the learners since there is no immediate feedback in written interaction. The writer has to anticipate the reader's interaction and make a clear, relevant, truthful,

informative, interesting, and memorable text. The reader, on the other hand, interprets the text with regard to the writer's presumed intension if the necessary clues are available in the text. Linguistic accuracy, clarity of presentation, and organization of ideas are all essential in the efficacy of the communicative act, since they provide the necessary clues for interpretation.

According to Mehrabi (2014: 1), writing is important because it is a basis for communicating clear thinking. The development of writing skill is a complex and dynamic cognitive process because it requires more than the mastery of vocabulary and linguistic competence. The important of writing also said by Murcia (2001: 207), via writing, person can communicate a variety of messages to a close or distant, known or unknown reader or readers.

The important of writing as the one way of communication which can be stored for a long time has explained by Allah SWT as general in the Quran Al-Baqarah: 282.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَى أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ  
وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ  
ٱللَّهُ فَلْيَكْتُبْ وَلْيَمْلِكِ ٱلَّذِى عَلَيْهِ ٱلْحَقُّ وَلْيَتَّقِ ٱللَّهَ رَبَّهُ وَلَا يَبْخَسَ مِنْهُ  
شَيْئًا



This verse clearly explains that human need to write for communication, even the word “writing” is repeated in many times. It

means writing really important in human live for keeping the humans' communication in long time. Through writing, human' feeling, idea and expression will be save as long as the written save.

There are some definitions of writing are variously stated by some experts. Cakrawati (2012: 12) cited from: Rivers (1981:) states writing is conveying information or expression of original ideas in a consecutive way in the new language; Brown, (2001) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release; In addition, Elbow (1973) in Brown (2001) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Based on these definitions, we know that writing is the way of communication that express by written text. Writing is also a prossess which need time to convey the ideas or expressions clearly so that the readers can interpret the meaning and purpose well.

Awg nik.et.al (2010) in Hernandi (2015: 2) states that writing is a highly demanding process which requires a number of skills and conventions, a high degree of accuracy in choosing the right words so that there is no ambiguity of meaning and also the right of complex grammatical devices to focus and emphasize ideas. It can be stated that in writing it needs other language skills or competences. In other words,

writing ability is related with other abilities which has the closeness with it.

Therefore, those are some reasons why translation ability is needed by EFL students in writing activities. Basically, translation has good position in teaching and learning English as foreign language. Translation can not be separated from the other abilities. It is relevant with what Dagiliene (2012) in Hernandi (2015: 2) says that “translation activities were applied in the foreign language learning process to achieve progress in improving language skills in reading, writing, speaking, and listening.

A process of translation activity as Hernandi (2015: 2-3) says deals with textual material and transfer the text from one language into another language. Hence, students acquire some benefits from a process of translation activity to improve their writing skill. Hernandi (2015: 2-3) quoted from Schaffner in M.A qel (2013) gives lists the benefits of translation; expand the students’ vocabulary in L2, develop their style, improve their understanding of how languages work, consolidate L2 structure for active use, and monitor and improve the comprehension of L2”. It means that the students get benefits from translation activity to support and to solve their difficulties in a process of writing in EFL learning.

Hernandi (2015: 3) argues that basically, translation ability is important requirement which should be possessed by EFL students before starting to learn write well in English form. Writing and translation are

two things which are interrelated to each other in EFL learning. It is supported by Sager in Bagheri and Fazel (2011) who argues that ‘translation and writing are the closest paralel activities, and they share similarities in approach and features’. According to Petrocchi in Degilience (2012), “by translating activity the learners acquire more competence in the knowledge of grammatical structures”. Moreover, Husain in Liao (2006) concluded that “translation strategy could enhance English learning in general. It also discovers that students who use translation tends to make more gains in learning vocabulary and phrases”. Meanwhile, grammar and vocabulary are important aspects in writing (Raimes, 1993 in Reid,:27). Awg Nik et al (2010) state that “writing demands a great deal of skills and translation ability is some unit which can not be separated in English as Foreign Language learning”. These similarities of writing and translation cause there is relationship both of them and they enable to influence each other.

The important of translation in learning English as foreign Language not only in the writing process but also in the communication context. Learning a foreign language means learning about others language. It is means, people learn how to convey and understand what people thought, ideas and expressions in the different language whether in oral or written communication.

Besides, the important of translation as a tool to understand the meaning and message that inform in other languages has explained by Allah SWT as general in the Quran Shad: 29.

كَتَبْنَا أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا آيَاتِهِ وَلِيَتَذَكَّرَ أُولُوا الْأَلْبَابِ ﴿٢٩﴾

This verse asks human explicitly to understand what Allah says in the holy Quran to obtain the meaning and the message from Allah as the guideline for human' life. In order to understand it, they need to be able in Arabic language since Al-quran is stated by this language. This indicates, the human need to learn other languages to understand what others say in different language, then try to get what they mean. It can be as translation activity. Hence, translation is very important in human communication.

There are some definitions of translation by experts. Nida and Taber (1982: 5) say that translation is the expression in another language (or target language) of what has been expressed in another language (or source language), preserving semantic and stylistic equivalences. Newmark (1981) in Budianto (2010: 1) says that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. based on these definitions, it can be concluded that translation is a process to replace an oral or written message from source language into target language without increase or decrease the meaning or the message that want to be inform.

The translation process in Budianto (2010: 7) implies an entire process of how a translator produces equivalences between a text or portions of a text into another language. The translation process can be described as: decoding the meaning of the source text, and re-encoding or translating this meaning in the target language. Behind this simple process lies various activities like checking grammar, syntax, idioms, semantics, and the like of the sources language and also the culture of its speakers. It means that translation has not simple process, it requires some knowledge and skill.

Based on the explanations above, it can be clearly seen that translation ability as an important thing in learning English as Foreign Language (EFL) is closely related to the students' writing skill. Translation activity could be increase the students writing ability. A research that conducted by Hafid Sukri Hernandi (2015) entitled “ A Correlational Study on Translation Ability, Reading Habit and Writing Skill at the Eleventh Grade Students of SMA Negeri 1 Teras in the Academic Year 2014/2015” shows that there is a positive correlation between translation ability and writing skill at the Eleventh Grade Students of SMA Negeri 1 Teras in the Academic Year 2014/2015. It means the translation ability has contribution to their writing skill. It is predicted that the improvement of translation ability will be followed by the improvement of writing skill. Furthermore, based on the computation of single correlation, the students' translation ability will likely contribute

42.05% to their writing skill, while 57.95% of their writing skill is contributed by other factors.

Based on this research, translation ability influence the students writing ability. When the students' translation ability is good, the writing ability will be follow. Then, it is interesting to know whether this is an interrelationship which writing also able to influence the students' translation ability.

There are some previous studies that conducted to know whether there is correlation between students ability to translate and their others mastery. Whether translation ability will be influenced by others knowlede or language skills. For instance, a research that conducted by Nurman Hanif entitled "The Correlation Between Students' Vocabulary Knowledge and Their Ability to Translate English Text at The Seventh Grade Students of MTSN Ciledug Cirebon". This research aims to know whether there is positive correlation between students' vocabulary knowledge and their ability to translate English text and the result shows that there is a correlation between them. The next research that also identified the correlation between translation ability and others ability is conducted by Fitria with the title "The Correlation Between Students' Grammatical Ability and Translating Skill (a Survey) At Seventh Semester of English Letters Department State Islamic University Syarif Hidayatullah Jakarta". This result of research also shows that the increasing or decreasing score of translating skill can be predicted by the



score of grammatical ability, which means there is correlation between students grammatical ability and translating skill. From these research, it can be stated that translation needs other languages. To improve translation ability it requires other abilities.

Those explanations above make the researcher intended to know whether the students writing ability will likely contribute to their translation ability, will translation ability also has correlation with other ability such writing. So that the researcher want to know whether the students' writing ability has correlation with the students' translation ability, entitled: "The Correlation of Students' Writing Skill and Translation Ability at the Sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017."

The similarity of this research with three previous research are in the type of research as correlation research. Besides, this research is same with the first and the second previous research in dependent variable that will be investigated, it is translation ability. While, the difference is about Independent variable. In the first previous research, independent variable is vocabulary knowledge and in the second is grammatical ability, while in this research independent variable is writing ability. In the third previous research, this research has similarity only in the type of research. The difference is about dependent and independent variable. In the third previous research, writing is as dependent variable while in this research is

as independent variable, translation as independent variable but in this research it is as dependent variable.

Based on the explanations above, it is need to conduct a research about The Correlation of Students' Writing Skill and Translation Ability at the Sixth Semester of English Depatement at IAIN Antasari Banjarmasin academic years 2015/2016". The students in this semester not only have taken paragraph and essay writing course but also have already taken Academic Writing course which means they knowledge of how to write is well. They also have taken Translation I and Translation II course so that they have knowldge of translation and have to practice how to translate English text into Indonesian, from words, phrase, sentences until paragraph. This research will concern to know the students writing and translation ability, and whether there is correlation of writing ability and translation ability as theory and previous research have explained.

#### B. Statements of Problem

The problems of this research that will be investigated are as follows:

1. How is the students' writing skill and translation ability at the sixth semester of Englsih Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016?
2. Is there any significant correlation of students' writing ability and students' translation at sixth semester of Englsih Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016?

### C. Objectives of Study

The main purpose of this research is to obtain empirical data about the correlation of students' writing ability and translation ability. In reaching the main purpose, the following purpose could be neglected as follows:

1. To find out the students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.
2. To find out the correlation of students' writing ability and students' translation ability at sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

### D. Hypothesis

Based on the statements of the problem presented earlier, the research' hypothesis are stated as follows:

$H_a$  = There is significant correlation of students' writing skill and students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

$H_o$  = There is no significant correlation of students' writing skill and students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

#### E. Assumption

According to the explanations in the background of study and also the previous research, the researcher have an assumption in this research. Better the students' writing skill will be better students' translation ability and vice versa.

#### F. Significances of Study

##### 1. Theoretical Benefit

The result of this research could be used by other researcher to conduct a study of the same topic but in the different perspectives and as references that used by writing and translation class.

##### 2. Practical Benefit

The researcher hopes that the result of this research can give some contributions to the process of teaching English, especially for the English Departement and for the lecturer, teacher and students in translation class.

##### a. English Department

This study expected can be one of consideration to increase the students of English Department competence, though upgrading all aspects that influence in the teaching and learning process of writing and translation subjects.

b. The lecturer

This study can be guidance for the translation lecturer to enrich their materials in assesses their students' writing and translation quality.

c. Student

The result of this study expected able to show the students how their writing and translation ability, so that will motivate them to write more than they did before and encourage them to learn how to write well in their second language. In addition, by improving their writing ability, they will be able to increase their translation ability.

## G. Definition of Key Terms

To make limitation of some terms in this research, it is needed to give some definition of key term, as follows:

### 1. Correlation

Correlation is closely related or connected of two things, or shows such relation between two things. Correlation is a research that aims to know or measure whether there is a relationship between two variables. (Arikunto, 2013: 247). In this research two variables that will be correlate are students' writing ability and students' translation ability at sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017. So that the correlation in

this research is meant to measure the relationship between students' academic writing ability and students' translation ability in English to Indonesian.

## 2. Writing Skill

Meyers in Karolin (2006: 18) say that writing is a way to communicate with other which it is an action a process of discovering and organizing the idea, putting them on paper and reshaping and revising them. Writing ability in this research is the students skill to write their ideas in academic writing form that measured by middle and final test score of Academic Writing course.

## 3. Translation ability

According to Catford in Budianto (2010: 1), "Translation is the replacement of textual material in one language by equivalent textual material in another language". In this reseacrh, translation ability means the students' capability in the process of replacement of textual material in English by equivalent textual material in Indonesian that measured by their middle and final test score of Translation II course.