

# CHAPTER 1

## INTRODUCTION

### **1.1 Background of the Study**

Language is a natural communication tool for people and it is important for them in their daily lives. Language expresses meaning by relating a sign to its meaning, or its contents. Therefore everyone must know foreign languages especially English. Considering the demand of English is need in this era, the government give the place English as a crucial subject in Indonesian education system nowadays, Therefore the English teacher is needed. The English teacher is strive for making the students know English well and they must teach English clearly and carefully so that learning process is success. There are some elements in English that must be known by students, they are speaking, listening, reading, writing and the basic important is translation. So, learning English is need some references, such as books which contain English that used for medium of teaching-learning process. This is problem to the students who still do not know English. In Indonesia, English becomes as a foreign language, where the first language or their mother tongue is their local language according to where the students come from and the second language is Indonesian language or maybe Indonesian language as the first language and the second language is their local language. So, the way to make teacher and students learn English and understand English, the process of translating is needed. Translation is very valuable for people who do not understand foreign language to get the information.

Based on the writer's experience of teaching in real class (PPL), most of students are very difficult to understand the sentence in the text and they can not fully recognize the sentence as well as the meaning. They are also not interesting in learning English, because they think that English only as foreign language and it is boring. As the consequence, teaching and learning process can not run well. This situation also occurs because the methodology or the approach of teaching is not suitable for the students. In this case the teacher must be wise to make the process of teaching-learning more interesting and the student do not boring anymore. There are many methods that the teacher can use or apply to solve this problem. The teacher have to select the right method which is effective to increase students' ability in translating text. The purpose of using special method is to make the lesson easy to be learnt by the students in order they can get the effectiveness and efficiency of the English teaching process. Considering the situation above, the writer is interested in using SemanticMapping Method to increase the students' ability in translating a text. This method is not something new to the language educator, especially to the teachers. This method drilled the student learning how to reading, writing, translating, even they are must know about the rules of translation and applying the rule to make some example of translating text from source language into the target language. Therefore using this method will help the students how to learn the structure from the sentence in order they are able to understand the meaning from the words, sentences, and full of text with the right translation.

Based on the explanation above, the writer decides to do this research about SemanticMapping Method as the model of teaching and can be applied or

used in teaching English as a Foreign language in order to increase the students' ability in translating text.

## The Students' Score

Based on the pre-observation conducted in the seventh grade students of SMP N 1 Pancur Batu, the researcher found that the students are still difficulties in translating a text especially in translating a descriptive text. The seventh grade students of SMPN 1Pancur Batu.Based on the data, the seventh grade students of SMPN 1Pancur Batu get only 43.50 for the mean score for translation. It can be concluded that they faced a big problem in translation.

No	Students' Identity	Score
1	William Partogi	31
2	Chairul Fajri	43
3	Muhammad Rizky	81
4	Alfandy Juliansyah	43
5	Agung Megandhi	43
6	Calvin Audiva	62
7	Yoel Pasaribu	43
8	Andreas	31
9	Fahrul Reza	43
10	Ananda Dwi Cahya	37
11	Nurul Fadila	31
12	Anisa Pratiwi	50
13	Andrean Marcel	43
14	Rizky Aulia	75
15	Yosua Satria	43
16	Gracia Butar-Butar	43
17	Isna Syah Putri	31
18	Putri Nikita	37
19	Teresia Agustina	37
20	Andi Muhammad	37
21	Yudhistira	43
22	Nina Nurjuita	37
23	Putri Nabila	62
24	Gilang Pratama	37
25	Muhammad Fahmi	25
	<b>TOTAL</b>	<b><math>\Sigma = 1088</math></b>
	<b>MEAN</b>	<b><math>X = 43.5</math></b>

### **The Students' Mean Score**

In the test, the total score of students was 1088 and the number of the students took the test were 25, so the mean of students' score was:

$$\begin{aligned} X &= \sum x / N \\ &= 1088 / 25 \\ &= 43.5 \end{aligned}$$

Note:  $X$  = mean

$\sum x$  = all total students' score

$N$  = the number of students

### **1.2 The Problem of the Study**

Based on the research background described previously, the problem of this study is formulated as follows "Does semantic mapping method affect the students' achievement in translating descriptive text at SMP N 1 Pancur Batu?"

### **1.3 The Objective of the Study**

The objective of this study is to investigate whether there is a significant effect of semantic mapping method on students' achievement in translating descriptive text. In addition to that, this study also investigate whether using semantic mapping method give the effect to students' ability in translation descriptive text.

### **1.4 The Scope of the Study**

Translation is a challenging things to do in every process of transferring the meaning from the source language in to the target language. This study is limited on the effect of semantic mapping method in translating descriptive text. The

research focus on semantic mapping because according to the writer the method of semantic mapping is simple and acceptable by the students. The research is limited at the descriptive text. Descriptive text is a piece of text that describes a particular person, place, or thing. Descriptive text contains generic structure, social function and lexicogrammatical features. Content of generic structure are identification and description, content of social function to describe a particular person, content of lexicogrammatical features are focus on specific things, use of attribute and identifying processes, use of being /having verbs, use of adjectives, frequent use of epithets and classifiers in nominal groups, use of simple present tense. But the research focus on generic structure. This study will be conducted to first year students of SMP N 1 Pancur Batu and just used class VII-3 and VII -7 as sample.

## **1.5 The Significances of the Study**

### **1.5.1 The Theoretical Significance**

The theoretical significance of the thesis is expected to give :

- 1) One of the alternative in translating descriptive text specifically in semantic mapping method
- 2) As one of perspective in the research of translation in descriptive text

### **1.5.2 The Practical Significance**

The result of using semantic translation as the method of translation specifically for :

- 1) English teacher, to improve their way of teaching translation on descriptive text.

- 2) Students of teachers training faculty to give further information about the technique in teaching translation on descriptive text especially by using semantic mapping method
- 3) Further research, this semantic mapping method in descriptive text useful to the other researcher in narrative text

### **1.6 Hypothesis**

The writer formulates the hypothesis in this study according to the expectation of the data followed, there are two possibility in this study :

Ha : Semantic mapping method significantly affect on the students' ability in translating descriptive text.

Ho : Semantic mapping method significantly does not affect the students' ability in translating descriptive text.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

Some theories are needed to explain the relationship between the terms that are used in the study in the theoretical framework. The terms are exactly not far away from the title of this research. It means that the terms are about semantic mapping method. Like method, approach, and technique. The use of theories of the same term give a limited concept which is specially meant in the particular context, in order to avoid ambiguity and misunderstanding.

#### 2.2 Translation

Translation is a challenging things to do in every process of transferring the meaning from a source language to the target language. It is mean that translation process will lead misunderstanding of the message found in the source language to target language. Hatim and Munday (2004: 6) define translation as “the process of transferring a written text from Source Language (SL) to target language (TL)”. In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.

Nida and Taber (1982: 12), on the other hand, state that “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message”. This definition is more comprehensive than the previous ones. Nida and Taber explicitly state that translation is closely related to the problems of languages, meaning, and equivalence.



From the definitions mentioned above, it is found that translation is a process which is intended to find meaning equivalence in the target text. Catford (1965:20) defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language(TL)”. Catford stresses that the discourse of appropriation must be matched with the original discourse. Translation is an activity which need some aspects in doing the translation such as the conception of the source language and target language, the translator have to comprehend how to render the message in the translation. Many theorists, linguists, teachers agree on the importance of using translation in foreign language classes. For instance, Schaffner in Inga Dagilienė (2012:125) journal ‘Translation as a Learning Method in English Language Teaching’ claims that the translation and related exercises could be beneficial to foreign language learning:

1. To improve verbal agility.
2. To expand students’ vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

Translation in foreign language classes is in the process of becoming a form of “pedagogical translation”, which is no longer viewed as an ineffective tool in language learning and is evaluated as a way to enrich learners’ competences. One of the main aims of foreign language teaching is to develop the student’s ability to communicate in the target language.

### 2.3 Translation Techniques

Sometimes, it is very difficult to differ translation strategy from translation techniques. Shortly, translating strategy is applied in time when the source text is translated. However, translating techniques is related to the translation result. According to Lucia Molina and Amparo Hurtado Albir (2002 : 509), Most studies of translation techniques do not seem to fit in with the dynamic nature of translation equivalence. If we are to preserve the dynamic dimension of translation, a clear distinction should be made between the definition of a technique and its evaluation in context. A technique is the result of a choice made by a translator, its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc. If a technique is evaluated out of context as justified, unjustified or erroneous, this denies the functional and dynamic nature of translation. A technique can only be judged meaningfully when it is evaluated within a particular context. Therefore, we do not consider it makes sense to evaluate a technique by using different terminology, two opposing pairs (one correct and the other incorrect), e.g., Delisle's explicitation/ implicitation and addition/omission. Translation techniques are not good or bad in themselves, they are used functionally and dynamically in terms of:

- a. The genre of the text (letter of complaint, contract, tourist brochure, etc.)
- b. The type of translation (technical, literary, etc.)
- c. The mode of translation (written translation, sight translation, consecutive interpreting, etc.)

- d. The purpose of the translation and the characteristics of the translation audience
- e. The method chosen (interpretative-communicative, etc.)

In the light of the above, we define translation techniques as procedures to analyse and classify how translation equivalence works. They have five basic characteristics:

- a. They affect the result of the translation
- b. They are classified by comparison with the original
- c. They affect micro-units of text
- d. They are by nature discursive and contextual
- e. They are functional

Obviously, translation techniques are not the only categories available to analyse a translated text. Coherence, cohesion, thematic progression and contextual dimensions also intervene in the analysis.

#### **2.4 The Kinds of Translation Method**

A good translator has to know what else the kinds of translation method and able to applied the method in doing translation activity. To make the process of translation more easy, the expert of translation gives some methods of translation as Peter Newmark (1988:45-47) elaborates the methods, they are word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. The explanation about the methods of translation are explained below.

## 1. Word for Word Translation

This is often demonstrated 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. 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.

*Examples:*

1. SL : Look, little guy, you-all shouldn't be doing that.

TL : \*Lihat, kecil anak, kamu semua harus tidak melakukan ini.

2. SL : I like that clever student.

TL : \*Saya menyukai itu pintar anak.

3. SL : I will go to Medan tomorrow.

TL : Saya akan pergi ke Medan besok.

4. SL : Joni gave me two tickets yesterday.

TL : Joni memberi saya dua tiket kemarin.

## 2. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

*Examples:*

1. SL : Look, little guy, you-all shouldn't be doing that.

TL : Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.

2. SL : It's raining cats and dogs.  
TL : Hujan kucing dan anjing.
3. SL : His hearth is in the right place.  
TL : Hatinya berada di tempat yang benar
4. SL : The Sooner or the later the weather will change.  
TL : Lebih cepat atau lebih lambat cuaca akan berubah.

### 3. Faithful Translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

*Examples:*

1. SL : Peter is too well aware that he is naughty.  
TL : Peter menyadari terlalu baik bahwa ia nakal.
2. SL : I have quite a few friends.  
TL : Saya mempunyai sama sekali tidak banyak teman.

### 4. Semantic Translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural

sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version.

*Example:*

SL : He is a book-worm.

TL : \*Dia (laki-laki) adalah seorang yang suka sekali membaca.

## 5. Adaptation Translation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

*Example:*

SL : hey, jude don't make it bad take a sad song and make it better remember to let her into your heart then you can start to make it better. (Hey Jude-The Beatles)

TL : kasih, dimanakah mengapa kau tinggalkan aku ingat-ingatlah kau padaku janji seti mu tak kan lupa.

## 6 . Free Translation

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.

*Example:*

1. SL: The flowers in the garden.

TL: Bunga-bunga yang tumbuh di kebun.

#### 7. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original translation.

*Examples:*

1. SL :I don't have my eye on you

TL : I don't remember you

2. SL :I don't have my eye on you

TL :I'm already to go

#### 8. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

## 2.5 Translation Procedures

According to Jensen (5-6) in his Journal Translation And Translation Theory, here is an overview of central translation procedures and strategies that comes from :

1. Transference: transferal of a word or expression from the source language/text directly into the target text without translating it at all.

Example : Program = Program

2. Naturalization: basically transference in which you apply target language spelling and morphology (and pronunciation) to the expression or word in question. *Example* : Television = Televisi

Vision = Visi

3. Cultural equivalent: translating a culturally rooted word in the source text/language with a roughly equivalent culturally rooted word of the target language/text.

*Example* : Snow white = Putri salju

Sleeping beauty = Putri tidur

4. Functional equivalent: translating a word in the source language/text with a functionally equivalent target language word (i.e. a word which has the same meaning).

*Example* : Boarding house = Kos-kosan

Pub = Club malam

5. Descriptive equivalent: translating a source language/text word using a description of the concept it refers to in the target language.

*Example* := traditionally worn by native male inhabitants of some ethnic



groups in Papua to cover their genitals.

6. Synonymy: translating a source language/text word or expression with a target language expression that is nearly, but not completely, functionally equivalent.

*Example* : Beautiful = Cantik

Ugly = Jelek

7. Through translation: literal translation of collocations and combinations.

*Example* : Skyscraper = Pencakar langit

Secretary general = Sekretaris jenderal

8. Shift/transposition: translation of a source language/text expression into a target language expression which involves change in grammatical structure, such that a specific target language structure is used.

*Example* : Cats are carnivores = Kucing adalah hewan karnivora

9. Modulation: change of viewpoint or substantial conceptual concept in the translation, for instance, using the name of a category for a specific member of the category, using a part for the whole (and vice versa), active for passive etc.

*Example* : You can't tell a lie = Kamu harus jujur

10. Recognized translation: using a well-known accepted target language translation for a specific source language institutional term.

*Example* : EU(European Union) = Uni Eropa

11. Translation label: provisional target language translation of a source language term that does not have any conventional translation in the target language.

*Example* : All day energy = Energi setiap hari

- 12 Compensation: making up for the loss of something in the source text, by adding something else in the target text.

*Example* : A pair of scissors = Sebuah gunting

13. Componential analysis: splitting up a lexical unit into meaning atoms.

*Example* : Once in a blue moon = Sangat jarang, hampir tidak pernah

14. Reduction/expansion: adding or removing elements in translation (essentially a type of shift).

*Example* : TT = Dark skinned man

15. Paraphrase: amplification or explanation of meaning in target text.

*Example* : The signal was red ( When the light was red, the train could not go)

## **2.6 The Process of Translation**

Translation is essentially a transfer of content, message, and meaning of source (SL) to target language (TL) precisely, natural, and flexible. In the transfer of the message requires a process that will determine the translation product. The translation process should be understood by the translator genially to take steps in translating and in finding the best solution of the difficulties encountered. Considering the translation process, the reader will try to find out the activities done by the translator in translating.

### **1. Analysis**

Analysis phase is the most crucial stage for translator. At this stage, the translator must be able to capture the content, messages, and meaning exist in the source language. This stage is an important stage for the translator. If the translator catch the wrong content, message, and meaning in source language, the subsequent translation process will be one all. The analysis of source language must touch every levels, like sentences, clauses, frases, and words. The analysis of

that level is important because every text are come from the four level above. So analysis phase in translating is needed to make the product of translation more specific.

## 2. Transfer

Transferring phase is a phase that is used by translator in transferring content, messages or meanings contained in source language to target language. At this stage, the translator must find closest equivalence words from source language to target language. This process occurs in translator's mind, so this process is called as mental process. After the meaning and the message are conceptive in translator's mind, the translator give the expression in target language by speaking or writing.

## 3. Restructuring

Restructure phase is a phase when the translator starts write the contents, meaning and message from the source language to target language. At this stage, the translator must master the rules of source language in detail so the translation will seem natural and flexible. When we read, the translation is like the original so there is no impression as a translation product. This is what is meant by process that occurs in translator's mind, so the process is realized in step in translation.

### **2.7 Steps in Translation**

After the translator know the process of translation, the next progress that must be consider by translator is steps in translation. steps in translation will help the translator arrange the object of translation. in the beginning of doing translation activity, the translator need this steps to facilitate their work. These

steps will vary from one difficulties encountered by them. Larson in Muhizar Muchtiar (2013:20-23) exposes the steps in translation include preparation, analysis, transfer, initial draft, reworking the initial draft, testing the translation, complete the translation, and preparing the final manuscript to be published. The explanation will be discuss below.

### 1. Preparation

In this step, the translator must have a good preparation to write the translation. The preparation in this steps is mastering the language both source language and target language. At this steps, translator must learnt the text to be translated beforehand, for instance, the text author, the purpose of writing the text, the cultural background of the text and for whom the text addresses

### 2. Analysis

The second stage is analysis, as the stage for translator begins for looking key words which will help to comprehend the text. The key words should be studied carefully because if they misunderstand on key words, then the understanding of the text content is also wrong. Understanding these key words can notseparated from the sentence patterns used in the text. In this stage, there are two aspects to be aware by the translator, the aspect of language and material translated. If the translator did not understand the material to be translated, then the translator will find it difficult to understand the content of the text.

### 3. Transfer

The next stage is transfer, as the stage for translator to start thinking about searching proper equivalence for terms in source language, including semantic analysis. This process will find the equivalence of lexical words, phrases, and

sentences that is in the source language to convey the content, messages or meanings correctly. The process of transfer is not easy because sometimes there is a difficult phrase to look for equivalence on target language or even none at all. This can be addressed in different ways because there is essentially no expression in source language and target language are exactly the same.

#### 4. Initial Draft

After going through transfer process in translator's mind, then comes the first draft stage. At this stage, the translator begins to write anything he has in mind into written form or draft. With the draft, the translator will be able to find out information about what has not been written. In this case the translator is still focus in source language to make sure whether the sentence structure in the draft already equivalent with source language or not.

#### 5. Reworking the Initial Draft

After going trough the writing of first draft, the translator will come to the stage of draft, hence will know about grammatical form used in the first draft has been truly conveying the content, messages or meanings contained in source language. At this stage, it will be known about loss and addition information in translation.

#### 6. Testing the Translation

The next stage is testing translation. At this stage, the translator can test translation by comparing it with the source language text. Testing of the text of the translation should be done by the translator to find out if the text of the translation is already delivering the content and messages of the source language

or not. Thus, the translator believes that their work can be perceived and understood by the target reader.

#### 7. Completion the Translation

This stage is an important step for the improvement or repair of the translated text, the translator must be really sure that their work is good.

#### 8. Preparing the Final Manuscript to be Published

If the text is issued, the translator has a different stage, the stage of text preparation to be ready to publish. This stage is the final stage of translation where the translator prepares final draft of translated text in form of digital or print-ready sheet.

### **2.8 Translating Text**

At the start of the translation activities, the first thing encountered by the students is a completing text that includes words, phrases, clauses, sentences, and paragraphs. The students also must know the type of the text to be translated, so that they can put it into the target language properly. A text consists of a few sentence that the students must be carefully in analyzing the text so that the key point or message in the sentence are delivered. In translating text students must follow the process in translation and also follow the steps in translation so that the students are able to mastering the meaning of the text in order to get the right information of the text. Beside that the student must know many vocabulary in foreign language, in this context is English.

### **2.8.1 The Kind of Text**

There are many kinds of text that used in writing in general. They are narrative, descriptive, persuasive, argumentative. Four kinds of text above are different in content and difficult in meaning if the reader do not analyze it carefully. The reader must know the generic structure of the each kind of text and they have to know the grammatical features of the text. In addition to understand the content of the text and analyzed the text, the reader need a process of translating the text grammatically. In this study the writer only uses narrative text as a object in testing students' ability in translating a text as the effect of mastering adaptation translation method. Where the descriptive text is translated by semantic mapping method. The further information about the descriptive text can be seen as follows.

### **2.8.2 Descriptive Text**

#### **a. Definition of Descriptive Text**

Descriptive is a text which describes something, person, place, and time. According to Siahaan and Shinoda (2007:89), descriptive is a written English text in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, animal, tree, house, and the others. The purpose of descriptive is to describe a particular person, place, and thing. Actually, to write descriptive text is a simple process because we can see the object directly and then describes that object.

#### **b. Generic Structure**

The generic structure of descriptive text is shown in the following table:

Generic Structure	Function
Identification	Identifies the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

### 2.8.3 Kinds of Descriptive Text

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example to describe people, they often describe each of people in terms of age, nationality, clothes, hair, face, etc. Therefore, based on the statement, it can be seen that descriptive text has three types:

#### a. Description a Place

The best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristic of the place. For the example, if the place is a home or a room, so it is important to give clearly picture of the size and arrangement of the space involved.

#### b. Description a Person

If you are writing the description of the person, you gather informative details about the person and then ask yourself what these details add up to. In describing of a person, there are many ways such as his/her face, colour of hair, clothes, skin, etc.

#### c. Description a Thing

If you are translating the description of the thing, you gather informative details about the things and then ask yourself what these details add up to. In describing of a thing, there are many ways such as it face, colour, feature, etc (if it animal). Describe it colour, shape, etc (if it thing, like chair, table, etc).



#### **2.8.4 Generic Structure of Descriptive Text**

The term generic structure refers to the structure of text or genre, Amrin&Angraini (2014:45). In writing descriptive text, it should consist of generic structure, such as: identification and description. Anderson and Anderson in Nadia (2013:9) state that features of a factual description have regarded as following generic structure of descriptive text.

1. Identification: Identifies phenomenon to be described.
2. Description: Describes parts, qualities, characteristics, etc.
3. Conclusion

##### **a. Identification**

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

##### **b. Description**

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

### c. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

Mark and Kathy in Fauzi (2011:25) said that the generic features of description usually use verbs which are in the present tense or the verbs which are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks.

#### **2.8.5 Function and Purpose of Descriptive Writing**

Here the writer would like to give some function and purposes of descriptive writing. According to Hartono in Zahara (2014: 16), descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description a particular building, specific animal, particular place, and specific person. Whereas, the purpose of the description as stated by Lila Fink in Zahara(2014 : 17), is to present the reader with a picture of a person, subject, or setting.

### 2.8.6 Grammatical Features of Descriptive Writing

According to Knap (2005:98) there are some of grammatical features in describing, they are :

1. When describing things from a technical or factual point of view, the present tense is predominantly used; (for example, has, eats, sings, lays, swim.)
2. Although present tense may be used in literary descriptions, it is past tense that tends to dominate; (for example, had, was, enjoyed, seemed, sparkled)
3. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example,
  - \*. My favorite toy is a teddy bear because it is cuddly and friendly.
  - \*. It is my friend too.
  - \*. Turtles do not have teeth, they have a sharp beak instead.
  - \*. Eric the Red is an old man. Eric the Red has a greatcoat.
4. Action verbs are used when describing behaviours/uses; for example,
  - \*. An ant has three body parts.
  - \*. Some ants have wings.
  - \*. The queen ant lays the eggs.
  - \*. Ants live in colonies

## **2.9 Semantic Mapping Method**

Teaching English as a foreign language nowadays is a part of education system in the developing countries particularly in Indonesia. Every countries try to make their people know English as International language. The effort to make their people know English is through teaching method. There are so many method that used in teaching English particularly in teaching translation in order to increase the students' ability in understanding a foreign language so that the students who learn English as a foreign language or the other language are easy to understand the interpretation of one language into another language. One of the method that can applied is Semantic Mapping Method. According to Antonacci (1991;174), semantic mapping is a graphic arrangement showing the major ideas and the relationships in text or among words meaning. Semantic Mapping as "a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another". Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. Hence, semantic maps are of two aspects: visual and conceptual. Visually, a semantic map is an arrangement of shapes such as boxes, triangles, circles, or rectangles connected through lines and arrows. Conceptually, a semantic map contains verbal information within such shapes (Fisher, 1995;68). Noted that since semantic maps are "knowledge representation tools;" they should be read from top to bottom; from general concepts to more specific ones at the bottom.. Generally the result looks not like a product of translation but it is the result of rewrite of text message from source

language in target language form.” So, this method is an efficient way of learning English. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier. A significant role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized; therefore. It has been hoped that learning is facilitated. In order to communicate accurately, meaningfully, and appropriately skills and practice students need are provided using the semantic translation method. Accuration in choosing the right words in translating is the primary skills of students development in this method; moreover, translation activities will supply students clarity and they will have the opportunity to improve accuracy in the target language. The semantic mapping method has been considered useful for students in second language acquisition in that it enriches one’s vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes the students able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader. That is why the teaching and learning process of semantic mapping method involves translating the text according to the nearest culture in order students are easier to comprehend the text.

### **2.9.1 Semantic Mapping Method in Translating Descriptive Text**

Translating descriptive text is not easy process to do by the students. They should also have the good background about the source language (SL) and the target language (TL). In this case, the role of the teacher is so important. Therefore the teacher have to know about the method in translating the text and applied the method. Semanticmapping method is the right method that can applied in teaching translating descriptive text, because this method is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original. there are three places in a lesson where semantic mapping may be used: As a pre-assignment strategy to activate students' prior knowledge or to help the teacher in assessing the students' readiness to do the assignment; as a strategy to allow students to record what they are learning during the assignment; and as a post-assignment strategy to allow them to integrate or synthesize what they have studied. In totality, a semantic mapping activity assists students in viewing learning from an organized versus a fragmented perspective.

The following procedure exemplifies all three stages of the use of semantic mapping in the classroom, broken down into five phases:

#### **1. Introducing the topic.**

The teacher studies a unit in the syllabus and determines that semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the chalkboard-an overhead projector can also be used-writing the topic inside of it. Some teachers display a picture relating to the topic to stimulate students' thoughts and get the brainstorming procedure going

## 2. Brainstorming.

The teacher asks the students to think of ideas that might be related to this topic. This brainstorming phase allows students to make use of their prior knowledge or experiences. Brainstorming is an application of the schema theory, which attempts to explain how people integrate new information with their existing framework of knowledge. The theory posits that information is stored in the brain in networks, called schemata. When a person encounters new information, s/he tends to link this new information to appropriate schemata

## 3. Categorization.

The teacher encourages the students to see relationships among their suggestions. As "category clusters" (Antonacci, 1991:174) are formed, the teacher uses the same colored chalk employed in brainstorming, and records them in nodes connected by spoke-like straight lines leading from the central node. When students have difficulty identifying categories, the teacher can use Wh-questions (Who, What, When, Where, How) to prompt them to think of categories.

## 4. Personalizing the map.

After each student has made a copy of the pre-assignment map, the class is provided with some material on the topic.

## 5. Post-assignment synthesis.

The last part of the class period is used to record the students' suggestions from their personal maps on the pre- assignment, If the semantic mapping activity has been valuable for the students, they themselves will want to make the decision of what they wish to initiate as a follow-up

## 2.10 Previous Studies

The previous study of translation in translating text are :

1 Erwin Yupiter Munthe, *The effect of using Adaptation Translation on Students' Achievement in Translating Descriptive Text* ,Nommensen HKBP University Medan, 2017. This research studies about theis a significant effect of adaptation translation method on students' achievement in translating descriptive text. In addition to that,this study also investigate whether using adaptation translation method give the effect to students' ability in translation descriptive text

This research applies experimental quantitative research. The writer takes the data from first year students of SMP N 37 Medan. In collecting the data, the writer uses documentation and test ( Pre- test, Treatment, Post- test)

The research result is the adaptation translation method affect the students' achievement in translating descriptive text in SMP N 37 Medan

2 Omar Na'eem Mohammed Bani Abdelrahman, *The Effect Of Teaching Vocabulary Through Semantic Mapping on EFL Learners' Awareness of Vocabulary Knowledge At Al Imam Mohammed Ibin Saud Islamic University*.Al Imam Mohammed Ibin Saud Islamic University. The purpose of this study was to investigate the effectof semantic mapping as an instructional strategy for teachingvocabulary items to EFL learners at Al Imam Mohammed Ibin Saud Islamic University and to explore the effect of this strategy on EFLstudents' achievement of lexical items. The sample of the study consisted of 50 male students enrolled in two sections, which wererandomly selected from four sections and were randomly assignedto both experimental and control groups.



Therefore, a quasiexperimental mode of inquiry was adopted in this study since the sample was chosen intentionally, but its assignment on the groups was carried out randomly. The experimental group studied the lexical items via semantic mapping strategy, and the control group studied them in the traditional method. A vocabulary pre-test was given to both groups at the beginning of the study to make sure that they were equivalent and homogenous. At the end of the experiment, the same test was given to the experimental and control groups to investigate the effect of semantic mapping strategy on EFL students'

achievement of lexical items. The results revealed significant differences between the experimental and control groups in favor of the experimental group. The experimental group received semantic mapping, but the control group did not receive this treatment. The results of the study, based on statistical analysis, indicated that the experimental group outperformed the control group in vocabulary learning. It can be suggested that semantic mapping can be used as an efficient methodology for teaching vocabulary,

## **2.11 Conceptual Frame Work**

In teaching English as a foreign language in school, the teacher can use some methods. For teaching translation descriptive text, the best method is semantic mapping method. Semantic mapping method is applied in language teaching to enable the learner to understand the meaning of the sentence per sentence in the text and able to translate the source language into their target language by translating the text in a semantically related network. When the student have translated their text material well, they are easier to understand the meaning according the context of the sentences. To make it run well, the role of

the teacher is so important in using this method. The teacher should be able to help the students choosing the similar words from English into Indonesian properly in order the students can product the good translation.

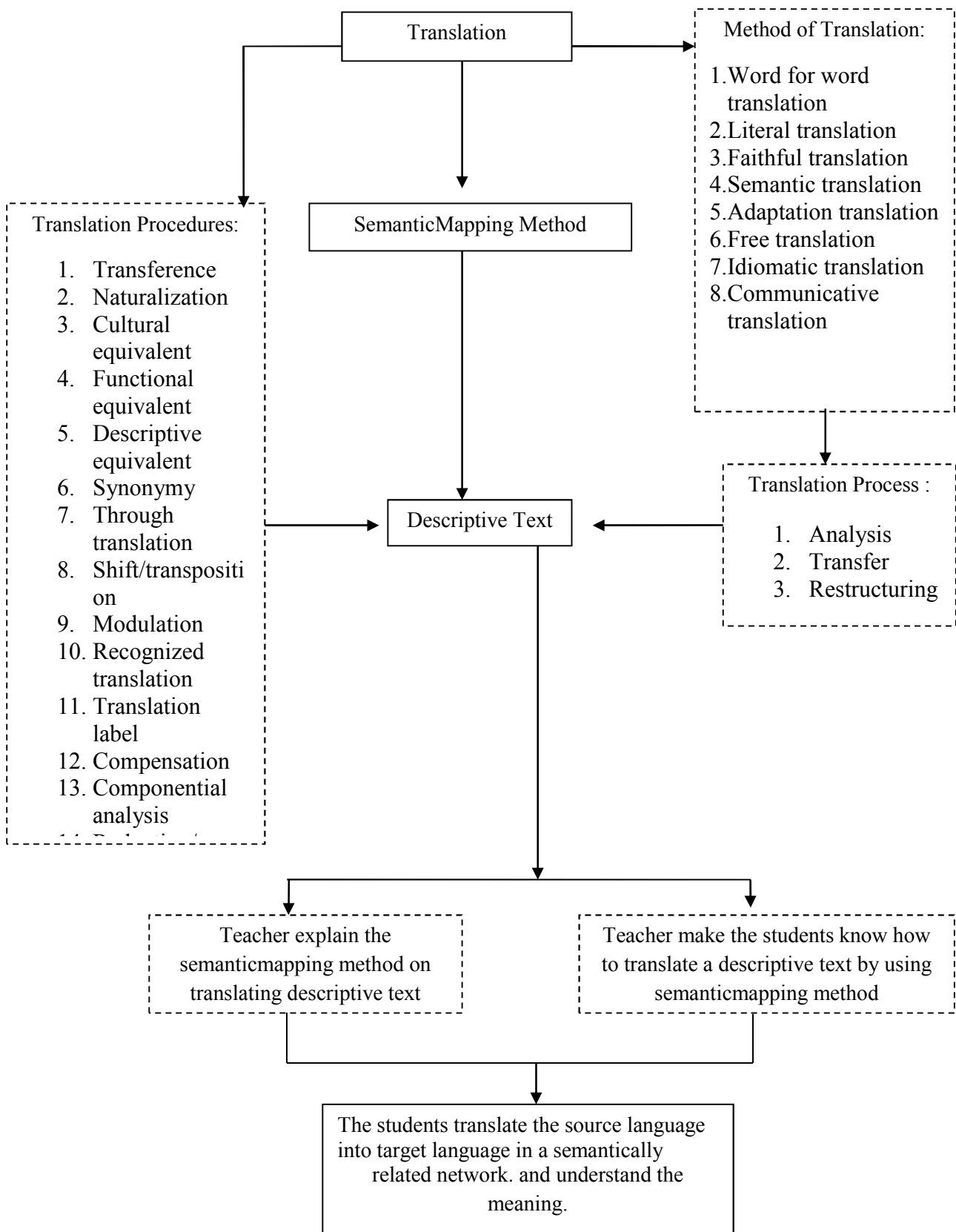


Figure 2.1 The Conceptual Framework of the effect of Semantic mapping method on the students' achievement in translating descriptive text.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

Before doing the research, the researcher arranged a research design. This research was deal with the relationship between two variables. They were semantic mapping method in the teaching translating descriptive text as the independent variable (Symbolized by X) and the students' achievement in translating descriptive text as dependent variables (Symbolized by Y). Considering the purposes of the research and the nature of the problems, this research is experimental quantitative. In this research, the writer would use true experimental design (pretest-posttest control group design) to identify the effect of using semantic mapping method on students' achievement in translating descriptive text in SMP N 1 Pancur Batu

**Table 3.1 Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental Group	✓	Students are taught by using Semantic Mapping Method	✓
Control Group	✓	Students are taught without using Semantic Mapping Method	✓

According to Creswell (2012:294), an experimental design is the traditional approach to conduct quantitative research or experimental are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

## **3.2 Population and Sample**

### **3.2.1 Population**

Population is all the subject of the research. According to Creswell (2012:142), population is a group of individuals who have the same characteristic. The population of the study was the seventh grade students of SMP N 1PancurBatu in the academic year of 2017/2018. The first grade students of SMP N 1 Pancur Batu. They consisted of six classes

### **3.2.2 Sample**

Sample is representative of population that will be observed. Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population .There are classVII-3 as experimental group and VII-7 as control group, There are 35 students in VII-3, and 35 in VII-7. The total number of the population is 70 students.The important thing in this study is the aim of sampling is to construct a sample that can represent the entire population. It means that sample must be able to represent the whole data of population.

### **3.3 The Instrument of Collecting the Data**

In this study, the writer used a translation descriptive test as the instrument to obtain the data. There were some methods of collecting data. They were observation, interview and test. In this case the data were taken from the source by translation descriptive test. The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the writer conducted the written test, where the students did translating exercises. Then, the result could be obtained from the test.

### **3.4 Techniques of Collecting the Data**

To get the accurate data in this study, the writer selected the instruments that would be appropriate for the problem :

#### **1. Documentation**

Documentation method is used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, notulen, lengger, agenda, etc. It refers to the archival data that help the writer to collect the needed data. In this study, this method is used to get the data that related to the object of research such as students' name list which were included in the population. In this case, the data was gained by the help of the English teacher.

#### **2. Test**

Test is a set of questions or exercises and other tools which are used to measure skill, intelligence, knowledge, and ability those are had by individual or group. This method was used to get data about score of the pre-test

and post-test that was given for both of groups. The test in this study was an translation test . In translating test of translation, the students were given a free chance to think as much as possible. They could freely express and organize their ideas in written form.

a. Pre- test

Before the teacher taught new material by using semantic mapping, the teacher gave a test to the students. Pretest were given to the experiment class and the control class. This test is given before the experiment was run.

b. Treatment

The treatment would be conducted to the experimental class. The experimental class would be taught by using semantic mapping method. Meanwhile, the control class would be taught without applying semantic mapping method.

**Table 3.2**

**Teaching Procedure for Experimental And Control Group**

<b>Teaching Procedure for Experimental Group</b>	
<b>Teacher's Activities</b>	<b>Student's Activities</b>
a. Teacher said greeting to the students to open the class.	a. The student gave response to the greeting
b. Teacher gave the pre-test	b. The students did the pre-test.
c. Teacher explains how to translate a descriptive text, definition of descriptive text, the purpose of descriptive text, structure and features descriptive text.	c. The students listened and discussed the copy of the text.
d. Teacher read a story of descriptive text and asks the students to listen carefully.	d. The students did the instruction
e. The teacher divided the students into groups in which every group consists of 3 students.	e. The students listened carefully
f. Teacher asked the students to	f. The students became in groups

<p>translate the story by using key words that they have gotten from the second reading.</p> <p>g. Teacher asked the students to submit their translation story.</p> <p>h. The teacher corrected the students' reconstruct story.</p> <p>i. The teacher showed the complete story</p> <p>j. The teacher gave the post-test</p> <p>k. The teacher closed the class.</p>	<p>g. The students translated the story</p> <p>h. The students participated to see, compared, and corrected their reconstruct stories that they have made</p> <p>i. The students compared themselves</p> <p>j. The students did the post-test</p> <p>k. The students got out</p>
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<b>Teaching Procedure for Control Group</b>	
<b>Teacher's Activities</b>	<b>Student's Activities</b>
<p>a. The teacher said greeting to the students</p> <p>b. Teacher gave the pre-test</p> <p>c. Teacher explained how to write a good descriptive text, definition of descriptive text, the purpose of descriptive text, structure and features descriptive text.</p> <p>d. The teacher red a story two times to the students</p> <p>e. The teacher red the story once at normal speed.</p> <p>f. Teacher asked them to translate the story</p> <p>g. The teacher asked to submit the story</p> <p>h. The teacher asked three students to present their stories in front of the class.</p> <p>i. The teacher corrected their work</p> <p>j. The teacher gave the post-test</p> <p>k. The teacher finished the class</p>	<p>a. Students responded to the teacher's greeting.</p> <p>b. Students paid attention to the teacher's explanation.</p> <p>c. Students read the text for a while.</p> <p>d. Students paid attention to the teacher's explanation.</p> <p>e. students answer the exercise.</p> <p>f. students collected the worksheet and get the score from teacher.</p> <p>g. Students make the conclusion</p> <p>h. The students learnt with the same way as in the previous meeting .</p>



c. Post- test

Post-test was given to the experiment class and the control class. The test was given in order to know the improvement of students' ability in translating descriptive text. The post-test was given to the experiment class and control class after receiving treatment. The experimental groups were taught descriptive translation through semantic mapping method while the control groups were taught descriptive translation without using semantic mapping method.

### 3.5 Techniques of Analyzing the Data

In this research, the data came from two sources, where the data got from the experimental group and control group. After the data have obtained from the both of the group, the data can be analyzed to get the difference of the mean score. And then the researcher used the formula to get the total score. The formula can be used to acquire the total score is explain below.

$$t = \frac{Mx - My}{\sqrt{\left[ \left( \frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right) \right]}}$$

Explanation:

t = Total score

Mx = Mean of experimental group

My = Mean of control group

Nx = Number of students in experimental group

Ny = Number of students in control group

Dx = Standard deviation of experimental group

Dy = Standard deviation of control group

### 3.6. Generic Structure in Writing Descriptive Text

The generic structure of descriptive text was shown in the following table:

**Table 3.3. Generic Structure**

Generic Structure	Function
Identification	Identifies the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

**Table 3.4. The Scoring System**

Aspects	Criteria	Score	Quality
Accuracy	Messages are delivery	31-40	Very Good
	Half messages are delivery	11-31	Good
	Messages are deviate	0-10	Poor
Grammatically	The placement of words are correct and grammar is true	21-30	Very Good
	The placement of words are correct but in grammatically are wrong	11-20	Good
	The placement of words are wrong and grammar are wrong	0-10	Poor
Equivalence	Language choice is correct	21-30	Very Good
	Language choice is correct but deviate in context	11-20	Good
	Language choice is wrong and the meaning is not in context	0-10	Poor

### **3.7 Validity**

Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. Validity is that quality of a data gathering instrument that enables it to measure what is supposed to measure. This study will apply content validity to the test. The validity of the test is used to measure the students' translation skill toward translating descriptive text. Based on the types of validity above, content validity used because the other one will be considered to be less needed. It will explain as follows:

#### **a. Content validity**

This kind of validity depend on a careful analysis of the language that was tested and of the particular course objectives. The test was constructed to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent (Heaton, 1988:160). To get the content validity of translation, the materials arranged based on the standard competence in syllabus for second grade of Junior High School students in second semester that was students were able to construct meaning of functional text.

### **3.8. Reliability**

Reliability refers to the consistency of the measurements. Reliability is the quality of consistency that the instrument or procedure demonstrated over a period time. To obtain the reliability, first the researcher tried out the translation skill in descriptive text to another school to 30 students as sample with the same level first grade of Junior High School and the research calculated the reliability of the test by using Kuder-Richardson formulas (KR-21) as following:

$$(KR_{21}) = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K \cdot S^2} \right]$$

Where :

$KR_{21}$  = Reliability of the Test

K = Number of Items in the Test

M = Mean of the Test

SD = Standard Deviation

According to Best (2002:308) the coefficient of (r) can be interpreted by using these criteria as follows:

0,00-0,20 : the reliability is very low

0,21-0,40 : the reliability is Low

0,41-0,60 : the reliability is Fair

0,61-0,80 : the reliability is High

0,81-1,00 : the reliability is very High