



Penerapan Discovery Learning dalam Meningkatkan Kemampuan Siswa Menerjemahkan Teks Berbahasa Inggris di Sekolah Menengah Pertama

The Implementation of Discovery Learning in Improving The Students' Ability in Translating English Text at Junior High School

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ABSTRAK

Terjemahan adalah pengungkapan makna wacana ke dalam tuturan bahasa lain yang dimaksudkan oleh penulis atau penutur. Pentingnya kemampuan menerjemahkan dapat memastikan siswa memahami penggunaan dua bahasa. Discovery Learning juga membantu siswa dalam meningkatkan kemampuan siswa dalam menerjemahkan teks Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris. Discovery Learning adalah pembelajaran berbasis inkuiri dan termasuk berbasis konstruktivis. Discovery learning juga dapat dilakukan untuk memperluas pengetahuan siswa dan menjadikan siswa mandiri. Metode penelitian dalam penelitian ini adalah: kuantitatif pra-eksperimental dan wawancara. Subjek penelitian adalah siswa kelas VIII SMP Negeri 33 Makassar kelas VIII C yang berjumlah 25 siswa. Instrumen yang digunakan dalam penelitian ini adalah Pretest, Posttest dan wawancara. Hasil penelitian menunjukkan bahwa perbedaan rata-rata skor keterampilan menerjemahkan siswa sebelum menggunakan metode discovery learning adalah 75,56% yaitu baik. Sedangkan nilai rata-rata kemampuan menerjemahkan siswa setelah menggunakan pembelajaran discovery adalah 83,52% yang sangat baik. Dan untuk wawancara, faktor pendukung dari mahasiswa adalah mereka dapat menerjemahkan dengan mudah karena mendapatkan bantuan kamus online yang membuat mereka menerjemahkan dengan efisien. Dan yang menjadi penghambat siswa adalah kesulitan untuk memahami kosakata baru jika tidak dicontohkan terlebih dahulu.

Kata Kunci: Menerjemahkan, Discovery Learning, Teks Bhasa Inggris ke Bahasa Indonesia, Teks Bahasa Indonesia ke Bahasa Inggris, meningkatkan

ABSTRACT

Translation is expressing the meaning of discourse into another language speech intended by the writer or speaker. The importance of having the ability to translate can ensure the students to understand the use of two languages. Discovery Learning also help students' to improving students' ability in translating English to Indonesian Text and Indonesian to English text. Discovery Learning is inquiry-based learning and includes constructivist based. Discovery learning also can make to expand students' knowledge and make students' independent.

The research method of this study was: a pre-experimental quantitative and interview. The Subject were eight grade students of SMP Negeri 33 Makassar namely VIII C with total of 25 students. The instruments used in this study were Pretest, Posttest and interviews. The results showed that different of mean score students' translating skill before using discovery learning method was 75.56% which is good. Meanwhile, the mean score of students' translating skill after using discovery learning was 83.52% which is very good. And for the interviews, the supporting factors of students is they can translate easily cause get help with online dictionary which made them translate efficiently. And for the inhibiting factors of students is they it is difficult for them understand a new vocabulary if not gave example first.

Keywords: Translating, Discovery Learning, English to Indonesian Text, Indonesian to English Text, Improving

1. INTRODUCTION

English has become the main communication media for people in various countries in the world. As the language most widely used in multiple states, English is considered as an official language to be used in the international world. Specifically, for students in Indonesia to study English as a foreign language, they have to master the use and usage of English. English as a foreign language is one of the compulsory subjects from primary until tertiary schools. To master English, the Indonesian students have to understand and practice the components and skills of English.

One of the components and skills in English which the students can start with to master the use and usage of English is by empowering the translation skills. In empowering translation, the students practice to understand and to use two languages, English and Indonesian languages, either oral or written forms. Newmark (1988:5) asserts that translation is expressing the meaning of discourse into another language speech intended by the writer or speaker. This means when the students translate English sentences or English texts into Indonesian language, they have to understand both uses of languages.

It is still demanding to investigate the students' ability in translating English to Indonesian texts and Indonesian to English texts, and factors which may support and hinder them to improve their ability in translation. Therefore, the researcher has carried out the same case of research but by incorporating the implementation of discovery learning in their translation ability improvement.

Discovery learning is a teaching model that emphasizes the importance of helping students to understand the structure or essential ideas of discipline, the need for active student involvement in the learning process, and the belief that real learning occurs through personal discovery. In relation to the current situation of covid-19 pandemic especially in Makassar, Indonesia, learning in schools is carried out online. In this situation, the Indonesian government postpones face-to-face learning in the classroom and shifts to online learning using any application. The online learning system (in a network) is a learning system without physically direct face-to-face meeting but it can be synchronously direct face-to-face meeting between teachers and students using the Internet network. The teachers must ensure teaching and

learning activities continue, even though students are at home. Therefore, they have to design a learning and teaching process which fits with the situation currently.

2. LITERATURE REVIEW

2.1 Definition of Translation

Translation is an idea to convey and re-create the same purpose. According to Catford (1969: 20), translation is the substitution of text material in one language (SL) with equivalent text material in another language (TL). The tricky part of translating, of course, is finding phrases or words that have different levels. Words or phrases do not have only one meaning. The translation is the art of showing the right words understood by the recipient so that he understands the meaning and what is.

Every translator certainly has excellent translation skills. At least, they must understand two languages, namely the foreign language to be translated and their mother tongue. For example, if a translator wants to translate English sentences or texts into Indonesian, of course, he must understand both languages. The results of a translator's translation are determined mainly by their foreign language abilities. However, the ability to understand the context of the sentence is also important. Language is a cultural product. Therefore, the style of delivery and sentence structure in each word can be different. A translator must be able to express themselves in a foreign language and use their mother language.

2.2 Definition of Writing

Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. On the other side, Harmer (2004:31) states that writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001:13) also mentions that writing involves planning what we are going to write. The first is drafting. Next is reviewing and editing what we have written and produced a final version.

2.3 Definition of Discovery Learning

Discovery Learning occurs when students have not presented information directly, but they must organize their understanding of the data independently. Students are trained to become inventors. They are not only consumers but are also expected to play an active role, even as actors of creating knowledge.

Hosnan (2014: 282) defines discovery learning as a model for developing active learning by discovering yourself, investigating yourself, so that the results will be faithful and durable in memory. Through discovery learning, students can also learn to think analytically and try to solve their problems.

3 RESEARCH METHOD

3.1 Research Design

The research method in this study used pre-experimental. This research method is quantitative. Quantitative research is usually research data in the form of numbers and analysis using statistics. Sugiyono (2013:13) defines a quantitative research as the research method based on the philosophy of *positism*, used to examine populations or samples, techniques of sampling are generally conducted randomly, data collection using research instruments, data analysis is statistical in order to test the hypotheses that have been set.

3.2 Research Variable

Dependent variable, the students' ability in translating English to Indonesian text and Indonesian to English text is the students' understanding and written performance to interpret the form and meaning of Indonesian to English and of English to Indonesian text. Independent variable, discovery learning is a learning model which is student-centered and is aimed to hone and train the students' mentality to discover their own principles and concepts of a learning material.

3.3 Population and Sample

Population is the entire subject under study. Departing from that understanding, it can be understood that the population is individuals or groups or the entire subject to be examined in a study. The population in this research used in eighth grade students from SMPN 33 Makassar, with total 93 students. Sample is part of the population whose characteristics will be examined. Regarding the sample that had been taken, the researcher took VIII C of eighth grade students at SMPN 33 Makassar, with 25 students.

3.4 The instrument of The Research

The instruments used in this study is a test in the form of essays and interview questions. Two types of tests used namely Pretest and Posttest. The Pretest and

Posttest used to measure the students' ability in translating English to Indonesian text and Indonesian to English text.

3.5 The Procedures of Collecting Data

The Pretest was distributed before the discovery learning treatment. The Pretest consists of four parts: words, phrases, sentences, and texts, with 62 items. After giving a Pretest, the researcher as the teacher implement the steps of discovery learning using Zoom application in improving the students' ability to translate English to Indonesian text and Indonesian to English text. After providing treatment, researcher distribute Posttests to the students. This is gave to find out the results after gave treatment. After gave pre-experimental, Researcher conducted interview sessions with five students related to teaching and learning using the discovery learning method.

3.6 Technique of Data Analysis

To Calculate the percentage of the students' score, the formula which will be used as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = percentage

f = number of correct

N = number of sampel.

4 Finding and Discussion

4.1. Findings

The data of student's Pretest, then were arranged in the form of frequency and percentage though score's criteria, as they were presented in the following table:

Tabel 1. The percentage of students (pre-test)

No.	Score's criteria	Frequency (F)	Percentage (P)
1	91-100	-	-
2	80-90	9	36%
3	70-79	12	48%
4	60-69	4	16%
5	<60	-	-
		25	100%

From the criteria above, it can be concluded that

the students' skill translating before got treatment above the average was 36% which is very good score where the students' got score 80-90 with grade B. Meanwhile, there were 48% which is good with where the students' got score 70-79 with grade C. at the last, 16% which is poor categorized where students' only got score range from 60-69 with grade D. From the table above, most of students still got score above average.

The data of student's Posttest, then were arranged in the form of frequency and percentage though score's criteria, as they were presented in the following table:

Tabel 2. The percentage of students (post-test)

No.	Score's criteria	Frequency (F)	Percentage (P)
1	91-100	4	16%
2	80-90	19	76%
3	70-79	2	8%
4	60-69	-	-
5	<60	-	-
		25	100%

4.2. Hypothesis Testing

Based on statistical calculating using SPSS 22.00, the researcher gave interpretation to significant value. The significant value of the researcher was 0.000, significant level 0.05 and the ttable 2.074 the $df : 24$ whereas the tcount 7.700. When the significant value ($0.000 < \text{significant level } (0.05)$) the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there is different score on the students' translation ability before and after being taught using Discovery Learning Method. There was different on *paired Sample Statistic* that mean before taught using Discovery Learning Method was 75.56, and after being taught Discovery Learning Method was 83.52, it meant that the mean before being taught using Discovery Learning Method was lower than after being taught using Discovery Learning Method. Thus, it can be concluded that Discovery Learning Method is effective used on the students' ability in translating English to Indonesian text and Indonesian to English text in eighth grade of SMP Negeri 33 Makassar.

4.3. Discussion

As it was previously stated that the T-test used to check the significant different in score achieved by one group. The data analysis show that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected., thus, the finding indicate that used Discovery Learning Method gives significant effect on students' translation ability. The Discovery Learning Method can improve students' ability translating English to Indonesian text and Indonesian to English text.

In the learning process, researchers used the step of Discovery Learning Method according to Veerman (2003). This theory strongly supports students in the learning process especially in the Covid-19 pandemic situation. The theory from Veerman (2003) is very supportive of the learning process because, 1) it helps students to be more independent in translating sentences or text, 2) Students can make their own sentences randomly from unfamiliar words they got, and 3) students certainly get vocabulary and explore new knowledge.

Discovery learning method provides a nonthreatening environment for new learning, especially in pandemic COVID-19. The students enjoy and had some fun without having feeling failure although they was made mistake. The students also tend to ask a lot of question and search when they don't understand the words they just found.

5 CONCLUSION

The implementation of Discovery Learning Method at SMP Negeri 33 Makassar is very useful to increase the students' ability translating English to Indonesian and Indonesian to English text. The implementation Discovery Learning Method make students can explore their knowledge easily without burden. The students also can get new vocabulary during the proses teaching.

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