
**THE ANALYSIS OF STUDENTS' ATTITUDE TOWARD THE USE OF
PRINTED DICTIONARY IN TRANSLATING TEXT ON THE THIRD
YEAR STUDENTS OF ENGLISH DEPARTMENT OF
FKIP UMMY SOLOK**

Riri Listia Dewi¹, Marsika Sepyanda², Risza Dwiputri³

Universitas Mahaputra Muhammad Yamin

E-mail: ririlistiadewi@gmail.com

ABSTRACT

This study was aims to know the attitude of students towards the use of printed dictionaries in the Translation class in the third year of English Department at 2017/2018 academic year. This research is motivated by problems faced by students in translation class. Students are often bored in the learning process, material of teaching does not improve the students' critical thinking, the students have lack of background knowledge, and the students error in using dictionary. The problem can be solved by the lecturer by using printed dictionary as a media to translate text in the Translation class. The research method used in this study was descriptive quantitative. The subject of this study was all third year students of English Department at UMMY Solok at 2017/2018 academic year. The number of subjects in this study were 6 students. In collecting the data, researcher used questionnaire, in this questionnaire the students cloud tick (√) in the response column provided. In this case the researcher used 26 number of statements that correspond to 3 indicators and 13 sub-indicators. In the attitude indicator, the researcher divided into cognitive, affective and behavioral aspects. The results showed that the students' attitude toward the use of printed dictionary in translating text based on three indicators that got good percentage (60,1%). Based on the result of the research, it could be guidance for English lecturer to using printed dictionary to teach the students in teaching Translation. It is hoped to make the lecturer know the advantages of printed dictionary as a tool to do translating the text. It is expected that the finding of this research can offer lecturer more information to teach Translation. For the students, they are must often to use printed dictionary to translate the text in Translation class.

Keywords: *Attitude, printed dictionary, translation*

INTRODUCTION

Translation is a process of transferring the first or native language which becomes the source language into the second language that becomes the target language without changing the idea or meaning of the source language. Translation activities become more important practices, especially in Indonesia because of globalization era. Translation activity has a large benefit in developing knowledge or science and international exchange of culture. Translation is not only transformed one language to other, but also must give the right information in order the content of it can be conveyed well. Torop in Regmi (2010: 18) argued that

translation, as a process of converting ideas expressed from one language into another, was embedded in the sociocultural language of a particular context and also described the translation process as basically a boundary-crossing between two different languages. Based on those idea, it was clear that when translator transfered the message or idea from source language into target language it also transfered sociocultural aspect from source language into target language.

In Translation subject the students should have good attitude, it is determined by the individual's beliefs about outcomes or attributes of performing the behavior, weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. According to Ahmadi (2007: 151) attitude is the readiness to respond that is positive or negative to the object or situation. It means that attitude is a reaction to a relatively stagnant object or situation accompanied by a certain feeling and gives the person the basis for making a response or behavior in a particular way he chooses.

In studying Translation, students use dictionaries to translate the native language to other languages especially English. The dictionary is a kind of reference book that explains the meaning of words. It serves to help a person know new words. In addition, to explain the meaning of the word, the dictionary may also have a designation guidance, the origin of a word and also example of use for a word. When studying Translation, students often found the problems. Sometime they made error and they found difficulties.

Based on interview that researcher have done with three students on the third year students of English Department of Universitas Mahaputra Muhammad Yamin Solok at 21st February 2018, there are some problems in Translation subject. First, the students were often bored in learning process of Translation, because the students made error and found difficulties in translating the text. Second, the problem comes from material of the teaching. The students did not explore the meaning of the word in the text. Third, the problem comes from the background knowledge of the students. In this case, the students have lack of background knowledge in translating text. Fourth, the problem comes from the using of dictionary. In fact there are many types of dictionary. They are visual, online, handle electronic dictionary and printed dictionary. in this case, the lecturer use printed dictionary in Translation class. When the students used printed dictionary to translate the text, they can only translate word by word, it could make misunderstanding of the meaning in the text, because every sentence in the text has different context. So, the meaning of the words should be based on the context.

The purpose of the research was to know the level of students' attitude toward the use of Printed Dictionary in Translation Subject in English department FKIP UMMY Solok 2017/2018 Academic Year. Their attitude was analyzed based on three aspects. First, students' attitude on cognitive aspect. Second, students' attitude on affective aspect and third, students' attitude on behavioral aspect.

This study was expected to enrich the information about students' attitude toward using printed dictionary in translating text for third year of English Department students at Universitas Mahaputra Muhammad Yamin Solok. For the lecturer, English lecturer to apply printed dictionary to teach students in teaching Translation. It is expected that the finding of this research can offer lecturer more information to teach Translation. For the students, they must often use printed dictionary to translate the text in Translation class.

METHOD

Design of the Research

This research was descriptive quantitative design. Mahmud (2011:100) says that descriptive research is a research which attempted to observe the problem in a systematic and accurate about the facts and the nature of a particular object. Descriptive research is aimed at describing and mapping facts based on a particular perspective or frame of mind.

Population and Sample

The population of this research was the third year students of English Department of Universitas Mahaputra Muhammad Yamin Solok at 2017/2018 academic year consisted of 6 students. The reason of taking this class was because they learn Translation subject on that year. Moreover, total sampling was chosen to get the sample of this research. The sampling technique in this research was total sampling. Sugiyono (2012) says that total sampling is a sampling technique where the number of samples equals the population.

Instrumentation

The research instrument is a tool that can be used to obtain, process, and interpret information obtained from the respondents conducted with the same measuring pattern. Related to the problem of this research, the most common ways of mastering attitude or opinion toward individuals, organization, or procedures is by using questionnaire. In this research, the researcher used one kind of instrument, namely: questionnaire. According to Herlina (2011: 23), the several measuring of attitude by using likert scale must in the categories such as Strongly Agree(SA) 5, Agree(A) 4, Neutral(N) 3, Disagree(D) 2, and Strongly Disagree(SDA) 1. The questionnaire consisted of 26 items that must be answered by

the students. Each of the item was done in 1 (one) minute, time to explain of how to conduct the questionnaire is 2 (two) minutes, and the time to collectit also 2 (two) minutes. So, the total time is 30 minutes. For futher explanation, the item number 1, 2, 3, 4, 5, 7, 8, 9, 10, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 are the positive statements and item number 6, 11, 12, 14, 16 are the negative statements. The researcher made the items of the questionnaire based on the above indicator.The questionnaire score was arranged by using likert scale. The questionnaires consist of positive and negative statement. Herliana in Suparyanto (2011: 23) states that positive statement is if the researcher' expectation suitable with the statement; the score is from 5 to 1. Incontrast, the negative statement is if the researcher' expectation is not suitable with the statement; the score is from 1 to 5.

The questionnaire was developed based on three components of attitude; they are cognitive, affective, and behavioral aspects. Indicator of the questionnaire can be seen in the following table:

Table 1: The Indicator of Questionners in Students' Attitude toward the Use of Printed Dictionary in Translating Text.

No	Indicators	Sub indicators	Number of items for sub indicators
1.	The cognitive aspect	- Students belief using printed dictionary in translating text a. Relating b. Making c. Correcting d. Applying	1,2 3, 4 5,6 7,8
2.	The affective aspect	- Students feeling using printed dictionary in translating text a. Like b. Dislike c. Fun d. Unpleasant	9,10 11,12 13,14 15,16
3. 5	The behavioral aspect	- The students action using printed dictionary in translating text a. Students interest in course b. Hard working to learn more about a new object diligently. c. Do more observation about the new thing. d. Be more eager to solve the problems. e. Create the information and skills toward new thing.	17,18 19,20 21,22 23,24 25,26
		Total	26

Technique of Data Collection

The researcher used questionnaire to collect the data about students' attitude toward the use of printed dictionary in translating text in English Department. In the process of collecting the data, the researcher distributed the questionnaire as the instrument of the research to the sample. Then, the researcher asked them to answer it and the researcher collected it from them. After collecting the questionnaire, the researcher calculated the percentage of students' attitude toward the use of printed dictionary in translating text in third year of English Department students at UMMY Solok at 2017/2018 Academic Year.

Technique of Data Analysis

After collecting the data, the researcher explained the result of the research. The researcher analyzed the questionnaire that had answered by the samples. The researcher calculated the percentage of students' attitude by using formula which is suggested by Riduwan (2010: 89) as follows:

$$P = \frac{F}{N} \times 100$$

Where :

P= Percentage

F= Frequency

N= The total number of students

Then, after measuring the total percentage of the students' attitude score, researcher classified the percentage based on the classification. Riduwan (2010: 89) says that to get quantitative description for each type of the students' attitude after the percentage, the result of questionnaire was classified into the following interval:

Table 2. Interval the Frequency and Classification Level of the Students' Attitude

Interval the Frequency of The Students' Attitude	Classification Level of The Students' Attitude
81%-100%	Excellent
61%-80%	Very Good
41%-60%	Good
21%-40%	Poor
0%-20%	Very poor

FINDINGS AND DISCUSSION

Findings

The finding of the research is based on the data got from the questionnaire where there were 6 students who gave their response about their attitude toward the use of Printed Dictionary on Translation subject. The data that has gotten can be seen on the following table:

Table 3. Level of Students' Attitude on the Use of Google Classroom in Translation Subject

Respondent	Score	Percentage	Level of Attitude
1	102	78%	Very Good
2	98	75%	Very Good
3	95	73%	Very Good
4	93	71%	Very Good
5	87	66%	Very Good
6	79	60%	Good

Based on the table above, there were 26 items in the questionnaire answered by 6 students. The questionnaire items were divided into three indicators, cognitive, affective and behavior, and thirteen sub indicators such as four in cognitive aspect, four in affective aspect and five in behavior aspect. The research found that the highest point was 102 and the lowest point was 79.

Moreover, based on the research that was conducted on the third year students of English Department of FKIP UMMY Solok at 2017/2018 academic year, it was found that the students' attitude toward the use of Printed Dictionary in Translation subject was in good level. The general result of data analysis can be seen on the following table:

Table 4. Frequency and Percentage of Students' Attitude on the Use of Printed Dictionary in Translation Subject

No	Indicator	Responses									
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%	f	%
1	Cognitive Aspect	6	12.5	24	50	8	16.66	7	14.58	1	2.08
2	Affective Aspect	0	0	22	45.83	14	29.16	3	6.25	9	18.75
3	Behavior Aspect	10	20.8	35	72.91	9	18.75	3	6.25	0	0
	Total	16	33.3	81	168.7	31	64.57	13	27.08	10	20.83

Discussion

Based on the finding above, it can be found that the students' attitude toward the use of printed dictionary in translating text at the third year students of UMMY Solok at 2017/2018 academic year. In generally revealed in indicators that got good percentage toward the use of printed dictionary in translating text for more explained could the through indicators.

First, the cognitive attitude at the third year students. Based on the description, the result of the students attitude about the cognitive attitude that got very good percentage and also very good attitude in this research. In addition, they can receive the meaning of a word not only one meaning but it can has more than one meaning. As state by Abidin (2012: 121-122), the cognive attitude involves the thought of someone toward the new thing that they receive and they understand in the process of language learning. In cognitive aspect it was seen that the students believed in using printed dictionary to translate the text, and the students use printed dictionary in class.

Second, the affective attitude at the third year students. Based on the description, the result of the students attitude about the affective attitude that got good percentage and also good attitude in this research. In here, the students feel happy and interested by using printed dictionary because it is easier for them to translate the text. It is supported by Ahmadi (2007: 151), affective aspect refers to emotional dimension of attitude, the emotion with the object. In affective aspect it was seen that the students liked printed dictionary to help them in translate the text and the students were more interested during the translation process.

Third, the behavior attitude at the third year students. Based on the description, the result of students attitude about behavior attitude that got very good percentage and also very good attitude in this research. The students were more active during the process of translating text. As state by Azwar (2012: 23), the behavior attitude structure how behavior or tendencies behave between within the self a person deals with object of this attitude. In behavior aspect it was seen that the students were more active during the process of translating text and in using the media the students can translate the text, analyze every mistake in the text and help them to translate all of the text.

In conclusion based on three indicators above, the students believed in using printed dictionary to translate the text, and the students use printed dictionary in class, the students liked printed dictionary to help them in translate the text and the students were more interested during the translation process, the students were more active during the process of translating text and in using the media the students can translate the text, analyze every mistake in the text and help them to translate all of the text.

CONCLUSION AND SUGGESTION

Printed Dictionary is a useful media that can be used to translate the text on Translation subject. The result of the research shows that students of English department of FKIP UMMY Solok has very good attitude toward the use of Printed Dictionary on Translation subject. So, printed dictionary can help them in translate the text and the students were more interested during the translation process, the students were more active during the process of translating text and in using the media the students can translate the text, analyze every mistake in the text and help them to translate all of the text.

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