

Conference Paper

Analysis of Literation Ability to Translate Aceh Language by Elementary School Students in Langsa City

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Abstract

Langsa is a municipality in Aceh province of Indonesia, with a heterogeneous population consisting of many ethnic groups. Due to this, over the years, the Acehnese language has evolved as a regional language used in daily communication, especially in environments such as schools. The literacy skills of students in Acehnese language will determine the its preservation in years to come. Therefore, this study aims to describe the literacy ability of elementary school students from Langsa city in translating texts in Acehnese language. Adapting to the new normal situation, the sampling method was carried out based on the recommended health protocol to randomly select students as the research object. Data were collected through observation, test administration, and the results were then analysed to determine the students' literacy ability to translate the Acehnese language.

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1. Introduction

Literacy in general is reading and writing effectively in various contexts then the meaning of literacy is increasingly developing as the ability to use useful technology to collect and discuss information. Therefore, in the 21st century, developing literacy skills based on technological developments are needed to solve problems, collaborate, and convey information through multimedia (Pilgrim and Martinez, 2013). The five core principles of literacy, namely that everyone has the right to obtain literacy, literacy is a human right and a basic part of human experience, Literacy is not only an individual but creates a connection with one another, literacy contains contacts, communication and expectations from the interactions of all people, the principle of five is literacy is a shared responsibility of each individual to build the meaning of every human communication in terms of giving and receiving information (Keefe and Copeland, 2011). First, literacy is something that is constructive, integrative, and a critical process situation in a series

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of social practices. Second, the fluency of reading literacy is shaped by language processes and contexts. Third, literacy is a strategy and disciplinary action. Fourth, literacy requires interconnection and motivation. The last principle, literacy is a series of practices that develop continuously (Frankel, Becker, Rowe and Pearson, 2016).

The level of success in the education process is closely related to literacy skills and awareness. Literacy culture must continue to be revived among students because the influence of student success is strongly influenced by literacy abilities and the impact of literacy itself has a very broad reach on human life. From this explanation, the strength that arises from high or low success of the educational process to improve literacy skills for students is a priority that must be taught and mandated in a directed manner for the convenience of students in facing life's challenges in the future. The position of literacy competence by Indonesian children according to the exposure of the International survey got very low results, namely the PIRLS Survey in 2006, Indonesia was ranked 41 out of 45 object countries while based on the PISA survey in 2000 it was in ranked 39th out of 41 countries, in 2003 it was ranked 39 from 40 countries (Musfiroh and Lestyarini, 2016). The low literacy culture of elementary school students so that the continuity of literacy culture in schools must have the support of the teacher systematically from the early grades because teachers have more time to interact with students to build literacy learning that is fun and meaningful for students according to the conditions and development of students since early grades (Apriani and Ariyani, 2017). The activity of maintaining regional languages is urgent, in elementary school education is a very important activity for the emphasis on preserving the national language and regional languages as the mother tongue because they are cultural treasures in the archipelago. Therefore, Acehnese language literacy skills must be well fostered in elementary schools in Langsa City so that regional languages can survive the challenges of globalization (Ibda, 2017).

In general, literacy is related to reading and writing activities. Translate also closely with the understanding of the results of reading text and rewriting the results of the reading that has been processed for the equivalent of words, the acceptance of words and the readability of words from the original language into the target language, for example the word "lon" from the original language of Aceh to "saya" in Bahasa or "me" in English which is the target language. The word "lon" in the Aceh language is equivalent (accurate), acceptable and readability with the word "saya" in Bahasa or "I" in English. The readability aspect is a condition in which the reading material is easily understood and recognized by the reader and is able to read it at optimal speed (Lee and French, 2011). The accuracy aspect is the equivalence of words between the source

language and the target language (target) while the acceptability aspect is the result of translation that has a degree of reasonableness to the culture, norms and rules of the target language (Sutantohadi, 2017).

Translation has a big responsibility for international reading literacy because it is based on the fact that students' reading ability and reading instruction for participating countries are assessed in comparative terms so that it requires participating countries to compete with each other to improve reading instruction in their respective countries and to develop the reading proficiency level of their citizens (Arrfman, 2010). Literacy is not only limited to the scope of reading and writing terms, but literacy is a unit of discussion that is interrelated with readers, writers, texts, culture and language learning. In the foreign language curriculum at a lower level, literacy is understood as a text-centred rather than reader-centred discussion. One of the principles in the socio-cognitive view of literacy is that literacy contains interpretation or translation. The writer translates the world while the reader translates the author's translation of his world concept (Budiyanto, 2013). Because literacy has an inseparable relationship with language learning and the interrelation of translating texts between readers and writers, translation literacy is very important to serve as a treat for students' experiences in facing the future in the social and work environment.

2. Method

This study used a test method with a quantitative descriptive approach. This study aims to analyse and describe facts in the form of translating literacy skills by elementary school students in Langsa City. The test method was used to collect data on the ability to translate literacy in learning local content in the Aceh language.

2.1. Population and sample

Population is the subject of research. The population in this study was Elementary School Number 10 Langsa City. The sample is part of the population (part or representative of the population studied). The sample in this study were students who learned the local content of the Acehnese language with a total of 15 students using a random sampling technique that was carried out based on health guidelines during the new normal period and had been given permission by the student's guardian because until this study was carried out the Covid-19 pandemic was still continues to show the spread that has not diminished.

2.2. Data collection technique

In the context of data collection, the authors conduct direct research, namely: Observation, providing tests and analysing test results data to determine the level of literacy ability to translate the Acehese language. This literacy ability is assessed by using a test question technique of 10 Acehese words which must be translated by students based on the level of accuracy, acceptability and readability; assessment instruments by Nababan, Nuraeni and Sumardiono (2012).

2.3. Data analysis technique

The data analysis technique in this research is quantitative descriptive using three research activities, namely Data Reduction, Data Presentation, and Conclusion Drawing / Verification.

3. Finding and Discussion

The results of the analysis regarding literacy ability in translating Acehese text which were carried out to students from elementary school number 10 Langsa with a total of 15 students as a random sample that had been implemented according to health protocols during the new normal period and obtained permission from the student's guardian can be seen in Table 1:

From the information presented in Table 1, the results show in the question for number 1, 15 students (100%) succeeded in translating the Acehese word 'jeut' to Bahasa. Here, there are two words that are different but have answered the quality of the translation where 14 students translate into 'boleh' and 1 student answers 'oke'. The word 'boleh' has met the translation indicators which are good in accuracy, acceptability and readability. As for the results of the translation of the word 'oke', it has met good accuracy and readability while its acceptability is still not good because according to culture, the word 'jeut' has a function to give approval, permission and allow a request for further action. So, the translation of 'jeut' is more acceptable to be translated as 'boleh' not 'oke' because the word 'boleh' is more common and is used daily for approval in Indonesian communication.

For translations in numbers 2, 5, 6, 8, 9 and 10 have been successfully translated accurately, accepted and readability by 15 students (100%) with the same translation answers without any word differences at all. For number 2, all students translate the

TABLE 1: Test results on students' translation literacy ability.

Number	Question (in Aceh language/SL)	The results of answers from 15 students			
		True	Answer (in Bahasa/TL)	False	Answer (in Bahasa/TL)
1	Jeuet	15 students	Boleh (14 students)	0 student	–
			Oke (1 students)		
2	Peue	15 students	Apa (15 students)	0 student	–
3	Geukheun	14 students	Dikatakan (9 students)	1 student	(No answer)
			Disebutkan (1 students)		
			Dibilang (4 students)		
4	Pakriban	14 students	Bagaimana (13 students)	1 student	Apa
			Gimana (1 student)		
5	Geutanyoe	15 students	Kita (15 students)	0 student	–
6	Mirah	15 students	Merah (15 students)	0 student	–
7	Tajak	14 students	Pergi (13 students)	1 student	Menanjak
			Pigi (1 student)		
8	Bagah	15 students	Cepat (15 students)	0 student	–
9	Nyan	15 students	Itu (15 students)	0 student	–
10	Ureueng	15 students	Orang (15 students)	0 student	–

Acehnese word 'peue' into 'apa' in Bahasa. Then, question number 5, the students also translated the source word "geutanyoe" to the word "kita" in the target language. This also applies to question number 6 which asks about a type of colour, all students succeeded in answering the word 'mirah' in Acehnese to become the word 'merah'. All students who were the object of the research showed that they were able to translate 'bagah' as 'cepat' in question number 8. Likewise, in the last question, 100% of the number of students who were sampled in the study accurately, accepted and readability changed the word 'ureueng' to the word 'orang'.

For the translation results in questions number 4 and 7 it has the equation that 14 students translated those words correctly and 1 student answered incorrectly. Question number 4 they had to translate the word 'pakriban', 13 students translated it accurately, it has the level of acceptability and readability well into 'bagaimana' while 1 student answered with less acceptable and less readable to 'gimana' because this word is not a standardized Indonesian and is not commonly used in general language. Meanwhile, 1 other student mistranslated it into 'apa'. In Acehnese 'apa' is translated as 'peue' not 'pakriban'. Furthermore, question number 7 which demanded the students to translate the word 'tajak' which functions to invite someone to go to a destination, 13 students translated it well into 'pergi' but 1 student answered poorly to 'pigi' in which this

translation is not a standardized Indonesian word and 1 student translated incorrectly, namely 'menanjak' in which this word is used to indicate activities from low places to high places.

In question number 3, there were 14 students who answered the translation of the Acehese word 'geukheun' correctly, but there were differences in the answers to three different types of words. Nine students translated 'dikatakan' and 1 student answered 'disebutkan'. Both translations have met the criteria for a good translation, namely that they are accurate, acceptable, and readable. Then, four students translated it as "dibilang", the translation was accurate and readable but still not acceptable because the word was not used normally in daily communication among speakers and was not standardized Indonesian. Meanwhile, a student did not answer at all.

4. Conclusion and Suggestion

The literacy ability of students' translation of the text in Acehese language to Indonesian Language is already good because it is dominant and even in the test, almost all questions are answered accurately, with high acceptability and readability level by all students even though there are students who answered with low acceptability language level because they used less common or non-standard words.

4.1. Thank you note

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