

ABSTRACT

Writing is widely acknowledged as one of the most challenging skills for English as a Foreign Language (EFL) learners because it requires the integration of linguistic knowledge, cognitive processing, and textual organization. This study aimed to investigate the effect of pedagogical translation on junior high school students' descriptive writing skill and to examine students' perceptions toward its implementation. This study employed a quantitative quasi-experimental design using a non-equivalent pretest–posttest control group design. Sixty seventh-grade students participated in the study, consisting of 30 students in the experimental group and 30 students in the control group. The experimental group received writing instruction through pedagogical translation, whereas the control group was taught using conventional writing instruction. Data were collected through pretest and posttest writing tests and a 25-item perception questionnaire. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, Levene's homogeneity test, paired-samples *t*-test, independent-samples *t*-test, normalized gain (N-Gain), Cohen's *d* effect size, and descriptive analysis of questionnaire responses. The findings revealed that both groups were comparable prior to treatment, with pretest mean scores of 51.87 for the experimental group and 52.13 for the control group. Following the intervention, the experimental group achieved a substantially higher posttest mean (72.30) than the control group (63.07). The paired-samples *t*-test indicated a significant improvement in the experimental group, $p < .001$, with a mean gain of 20.43 points, whereas the control group improved by 10.94 points, $p < .001$. The independent-samples *t*-test further demonstrated a significant difference between the two groups' posttest scores $t(58) = 10.148$, $p < .001$, with a mean difference of 9.23 points in favor of the experimental group. The N-Gain analysis showed a moderate improvement for the experimental group (0.42) and a low improvement for the control group (0.23). Moreover, the effect size analysis yielded Cohen's $d = 2.62$, indicating a very large practical effect. The perception questionnaire also revealed positive student attitudes toward pedagogical translation, with an overall mean score of 4.18 (High), indicating that students perceived the strategy as beneficial for improving linguistic accuracy, idea development, writing confidence, and learning motivation. In conclusion, pedagogical translation significantly improved junior high school students' EFL writing skills and generated positive student perceptions. Therefore, pedagogical translation can be considered an effective instructional strategy for teaching descriptive writing in Indonesian EFL classrooms.

Keywords: pedagogical translation, descriptive writing, junior high school, perceptions, descriptive text.