

UNDERGRADUATE THESIS

**THE INFLUENCE OF USING COMMUNICATIVE METHOD
ON THE STUDENTS TRANSLATION RESULT
AT THE ENGLISH EDUCATION STUDY PROGRAM
OF STAIN JURAI SIWO METRO
IN THE ACADEMIC YEAR OF 2015/2016**

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English Education Study Program**



**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO OF METRO
1437 H / 2016 M**

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STUDY PROGRAM OF STAIN JURAI SIWO METRO
IN THE ACADEMIC YEAR OF 2015/2016**

**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.I)
in English Education Study Program**



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Assalamu'alaikum Wr. Wb,

Setelah kami melaksanakan pemeriksaan, bimbingan dan perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah dapat kami setuju dan dapat diajukan ke Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro untuk dimunafqosahkan. Demikianlah harapan kami dan atas perhatiannya, kami ucapkan terima kasih.
Wassalammu'alaikum Wr. Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE INFLUENCE OF USING COMMUNICATIVE METHOD ON THE STUDENTS TRANSLATION RESULT AT THE ENGLISH EDUCATION STUDY PROGRAM OF STAIN JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2015/2016., written by Isnaini Lutfia, Student Number 1176397, English Education Study Program, has been examined (Munaqosyah) in Tarbiyah Department on Tuesday, January 26, 2016 at 09.00-11.00 am.

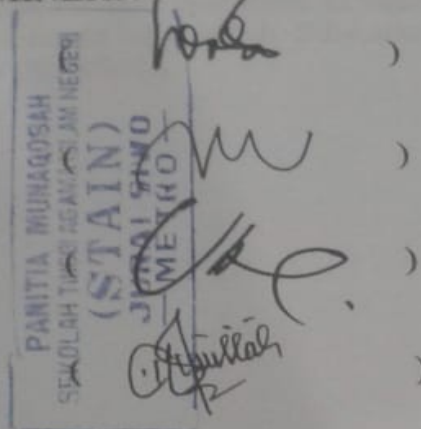
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**THE INFLUENCE OF USING COMMUNICATIVE METHOD
ON THE STUDENTS TRANSLATION RESULT
AT THE ENGLISH EDUCATION STUDY PROGRAM
OF STAIN JURAI SIWO METRO**

ABSTRACT

**By:
ISNAINI LUTFIA**

Translation is the language transfer of a text from a source language (SL) into order language or target language (TL) which is related by the translator without changing the messages of the text from a source language. Students should know meaning of the text in order to get the main ideas of texts. The students frequently find difficulties in translating the text. Especially functional text of communicative form. In fact, there are many students got low in the translation test. This condition is also found at students of PBI STAIN METRO.

This research is a quantitative research. Data collecting method used test and documentation. To know significant influence of using communicative approach of English Education Study program of STAIN METRO in the academy year 2015/2016, the data analyze is used Chi-square influence.

Based on the result data analysis is " $r_{\text{observed}} = 17,709909 > 5,881$ in 0, 05 significance or $17,709909 > 9, 10$ in 0, 01 significance of analysis data above, it can be inferred that H_i is received and H_o is refused. It can be said that there is significance communicative method toward students translation result of English Education Study Program of STAIN METRO in the academic year of 2015/2016.

PENGARUH PENGGUNAAN METODE KOMUNIKATIF
PADA HASIL PENERJEMAHAN MAHASISWA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
STAIN JURAI SIWO METRO

ABSTRAK

Oleh:
ISNAINI LUTFIA

Penerjemahan adalah perubahan bahasa dari suatu Bahasa asli atau bahasa sumber ke bahasa sasaran yang di lakukan oleh seorang penerjemah tanpa merubah isi pesan dari bahasa sumber. Mahasiswa sering mendapatkan kesulitan dalam menerjemahkan suatu bentuk kata terutama penggunaan teks dalam bentuk komunikatif. Kenyataannya, banyak siswa yang masih kurang mampu dalam penerjemahan. kondisi inilah yang ditemukan pada siswa PBI STAIN METRO.

Penelitian ini adalah penelitian kuantitatif. Pengumpulan data menggunakan tes dan dokumentasi. Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan antara metode komunikatif terhadap hasil penerjemahan mahasiswa PBI STAIN METRO, Data dianalisis menggunakan Chi-square.

Berdasarkan hasil analisa data tersebut, Hasil dari analisi data adalah " χ^2_{observed} " = 17,709909 > 5,881 in 0, 05 significance or 17,709909 > 9, 10 in 0, 01 signifikan dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Dapat dikatakan bahwa terdapat pengaruh yang positif dan signifikan antara metode komunikatif terhadap hasil penerjemahan mahasiswa Pendidikan Bahasa Inggris STAIN METRO tahun akademik 2015/2016.

MOTTOS

*“And will provide for him from where he does not expect.
And whoever relies upon Allah - then He is sufficient for him.
Indeed, Allah will accomplish His purpose.
Allah has already set for everything a decreed extent ”*

(At-Thalaq : Verse 3)

DEDICATION

This under graduated thesis would highly be dedicated to

- ❖ My beloved parents, Sahriza and Erdalina, who always give support and guidance to be successful in my study, thank for your endless love. I love you and you are spirit in my life.
- ❖ My beloved brothers and sisters, Nuriza, Rima, Rifqi, and, who always support for me. Thanks for your attention and kindness.
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This undergraduate thesis is made by writer to Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program. The writer would like to give her greatest gratitude to the following:

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3. The lectures or my friends whom the writer could not tell one by one especially those who have helped to finishing this undergraduate thesis.

The critic and suggestion to improving this undergraduate thesis it is very hoping for me. Finally, the write pray May God blesses all of the people above, who had helped the writer directly of indirectly, who cannot be mentioned here one by one and the writer hope this undergraduate thesis can give significant for the reader and especially for writer.

Metro, July 2015

The Writer

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Language is a group of sounds with specific meanings and organized by grammatical rules”.¹ It is a tool of communication used to express ideas: feelings and experience with other people in social life.

Translation is study that focuses on the process of transferring the message from SL (Source Language) or spoken language into TL (Target Language). Based on Oxford Dictionary, translation is a the process of changing something that is written or spoken into another language². The definition about

Basically translation is the language transfer of a text from a source language (SL) into order language or target language (TL) which is related by the translator without changing the messages of the text from a source language. A successful translation is not necessary a direct result of painstaking efforts in exploring translation principles, but it should correspond to the laws of translation. Translation theory provides guidance for the practice.

Etymologically translation is the action or process of translating. A person who translates from one language into another is called a translator.

¹ Bambang Setiyadi, *Teaching English as a foreign Language*, Graha Ilmu, Yogyakarta, 2006, p.10

² Oxford A.S Hornby, *Oxford Advanced Learner's t Dictionary 6th Edition* (New York: Oxford University Press, 2003), p.1438.

In fact, a great deal things happen to many translators is still doing many mistakes. Most of the mistakes are because of difficulty to choose the suitable equivalent to a word, phrase, and idiom. These mistakes absolutely influence the result of translation. Therefore, the purpose of source language (SL) becomes different to target language (TL), and then the message cannot be sent to the readers. Referring to these phenomena, it can be considered that studying the translation is not easy.

In this case, the researcher tries to study about communicative translation English into Indonesian translation conducted by the students of English Education Study Program of STAIN Jurai Siwo Metro. The researcher has conducted a pre survey on November, 2014 in STAIN Jurai Siwo Metro and got the data documentation from Fenny Thresia, S.Pd. M.Pd. as Translation Lecturer of STAIN Jurai Siwo Metro.

The following data result of the pre-survey to show the students' translation result:

Table 1. The Student's grade on Pre survey

NO	Number of Students	Translation Competence		
		Accurate	Less Accurate	Not Accurate
1.	218	20 %	70 %	10 %
Total		24 cases	174 cases	20 cases

Sources: The students of English Education Study Program at the fifth semester of STAIN Jurai Siwo Metro, taken from Fenny Thresia, S.Pd M.Pd on November, 2014.

Based on the documentation, it shows that translation competence at the students' STAIN Jurai Siwo Metro have less accurate (70%) for 218 students, not accurate (10%) for 32 student, and (20%) accurate for 55 student. So, it can be assumed that 80% of students English Education Program of STAIN Jurai Siwo Metro have low ability in translating from English into Indonesian. Therefore, the research on translation in students English Education Program of STAIN Jurai Siwo Metro becomes interesting.

Referring to the data above, the researcher would like to research on the Communicative Translation method in translating English into Indonesian. This research was conducted at the students of STAIN Jurai Siwo Metro in the Academic Year 2014/2015.

B. Problem Identification

From the data Pra-Survey above, the research, find some problem, the problems identification of this research is:

1. Most students are lack of translation skill.
2. The learning process of translation are considered just a theory, but the result of the theory in translating text is still less.
3. Most of the students have difficulties in translation text.

C. Problem Limitation

In this research communicative method is important to understand translation ability in functional text form. The researcher used communicative method to help the students in comprehending of the text. It was conducted at the fifth semester of PBI STAIN Metro in the academic year of 2014/2015.

D. Problem Formulation

In this research, the writer focuses on:

Is there any positive and significant influence of using communicative translation method on the students translation result at the English Education Study Program of STAIN JURAI SIWO METRO In the Academic Year 2015/2016?

E. Objectives and Benefits of the study

1. Objective of the Study

The main intention of this research is:

To know the influence of using communicative translation method toward the students translation result of PBI STAIN METRO in the Academic year 2015/2016.

2. Benefits of The Study

Generally, the result of this reseach is expected to be useful to increase the students' performance in translation specifically it is expected that the results of this reseach have the benefits as follows :

1. For the student:

- a) As a contribution for the students in mastery the Translation Skill effectively and efficiently.
- b) It may provide a better understanding of communicative method.

2. For the lecture:

- a) It can be used in language teaching. The lecture may concentrate on the materials in which most students made error.
- b) Can be considered for the lecturer to improve his techniques in teaching and apply an appropriate method in the English Translation Ability and learning.

3. For another researcher:

This study is expected can be a worthwhile thing to contribute for another researcher to conduct a further research.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Review

1. Definition of Translation

According to Catford translation may be defined as follows : *The replacement of textual material in one language (SL) by equivalent textual material in another language (TL).* This definition is intentionally wide-not vague though it may appear so at first sight. Two lexical items in it call for comment. These are ‘textual material’ (where ‘text’ might have been expected) and ‘equivalent’. The use of the term of ‘textual material’ ‘underlines the fact that in normal conditions it is of the entirety of a SL text which is translated, that is, replaced by TL *equivalents*.¹

Translation, by dictionary definition, consist of changing from one state or form to another, to turn into one’s own or another’s language. It is illustrated that translation deals with two states or forms or languages. In the process of translation deals with two states or forms or languages and the process of translating a text, one form of a certain language is changed into another form, for example English into Indonesian.

Etymologically, the term translation is defined as the process of changing something that is written or spoken into another language. Such changing should consider the grammatical differences between the source

¹ J.C.Catford, *A Linguistic Theory of Translation Language and Language Learning*, (Oxford University Press, 1967). p 20

language and target language. Translating is a kind of language skill with complex requirements.

It is also mentioned by Newmark ideas, which shows that translation result must have the same message in second language. To the object being translated, they mention similar concept namely textual material (Catford). Meanwhile, something to be transferred is meaning in the source language, which is represented by the word 'thought' (Savory), message (Nida, Newmark) from Source Language (SL) into Target Language (TL).

Nida, on the other hand, uses the word reproducing of closet equivalent message that makes it sounds natural. Pinchuck says the replacement or the reproduction of written message in TL in Translation takes a process. Anyway the word process indirectly tells us about something of connected series of actions, changes or operations deliberately undertaken.² Translation has been defined variously by some experts. Perhaps someone defines based on changing forms from one language to another.

Furthermore, Newmark's assert that Approaches to translation have been widely used on translator training courses and combine a wealth of practical examples of linguistics theories of meaning with practical applications for translation. Yet Newmark departs from Nida's receptor-oriented line, feeling that the succes of equivalent effect is 'illusory' and that 'the conflict of loyalties, the gap between emphasis on source and target

² Langgeng, Budianto, Aan E, Fardhani, *A Practical guide for translation skill*, (UIN Maliki Press, 2010). p. 4

language will always remain as the overriding problem in translation theory and practice’.

The statement above is in line with Newmark’s notion stating that translation is a “rendering the meaning of a text into another language in the way that the author intended the text”. This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author. In addition, Rochayah Machali added that on making underline the term meaning equivalence because it is the meaning, which is transferred in the target language. ³

In this case, translators are faced with text as unit of meaning in the form of sets of words or sentences. It is found that translation is a process which is intended to find meaning equivalence in the target text. Newmark suggest narrowing the gap by replacing the old terms with those of communicative’ translation :Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original.⁴

It means that, translation could repair the logic sentence in a source language. Change the words and structure that was cliff with the smoother and delete part of the sentences that unclearly. The translator need to be able to do in order to translate, his approach would lead as to. Attempt the specify translator is communicative competence. In the line with the method

³ Newmark, P., *A Textbook of Translation*. (Hertfordshire: Prentice Hall International, 1988). p. 5

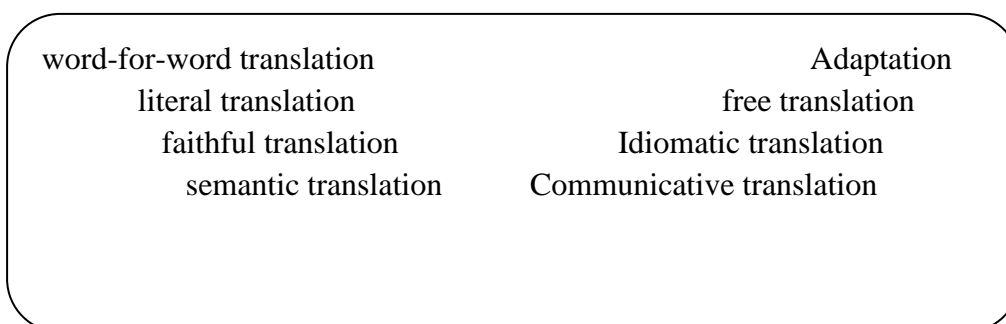
⁴ Munday, J., *Introducing Translation Studies Theories and Applications* (British Library Cataloguing in Publication Data-2nd edition 2008), p. 44

of translation, Newmark states that Approaches to Translation have been widely used on communicative translation.

Regarding the most notions argued by the researchers above, it is particularly described that some certain perspectives can analyze definition of translation. It does not emerge the gap among the definitions. However, it draws that those notions support one another and situates translation into a broad and macro-field of linguistics.

2. Translation Methods

According to Newmark “the main purpose of translation is diverting ESL to ETL.” Furthermore, he claims that translation is not always easy. Based on his statement there are a translator must do four steps. In the line with the kinds of translation methods, Newmark described the form of a flattened V diagram as follows:⁵ **Figure 1** .*The Diagram of Newmark’s Translation Methods SL emphasis*



⁵Newmark, *op.cit.*, p. 45

a. Word-for-word translation

Newmark agrees on the definition that this is frequently called as interlinear translation in which the SL word order is still fixed and the words translated one by one in their most common meanings, without considering the context. The most important use of this method is to comprehend the mechanics of the SL or to scatter a difficult text as a pre-translation process.⁶ In word-for-word translation, the structure of the text is not changed and cultural and contextual aspects of the SL are not considered.

Munday maintains that word-for-word translation is a type of translation method used when the translator is replacing each ST linguistic typical part with its closest TL correspondent.⁷ In word-for-word translation, for example, an English sentence “I find that new pen.” Is translated into “*Saya menemukan itu baru pena.*” Whereas, the Indonesia sentence of “*Kepala saya sakit*” is translated into English as “*head I sick.*”

Referring to the examples above, we may see that especially in Indonesia-English or English-Indonesia translation, it is incomprehensibly to use this method. As stated by Newmark above, that it is benefit just for getting informed the mechanics of the text, but for real translation process this kind of method is rarely used.

⁶ Newmark, *op.cit.*, p.45-46

⁷ Jeremy Munday, *Translation Studies* (revised edition), (Routledge, Taylor and Francis Group, New York, 2009), p.239

b. Literal translation

Newmark asserts that literal translation is to change the SL grammatical constructions to the nearest equivalence of TL but the lexical words are translated singly, frequently out of context. It is also classified as a pre-translation process to indicate that the problems are solved.⁸

Roger T. Bell defines that literal translation is to replace SL syntactic structure with TL structure (commonly at clause level) which is isomorphic (or near isomorphic) in terms of number and type of lexical item and synonymous in terms of content.

Munday proposes literal translation or also known as direct translation happens when SL transfers perfect equivalence into TL in terms of lexis, morphology, and structure. He divides literal translation into three procedures: (1) borrowing (an SL word can be used straightly in a TL, for instance: German *Kindergarten*→English*kindergarten*), (2) calque (the equivalent TL morphemes can be implemented literally in the morphemes of an SL such as English *rainforest*→Indonesia*Hutan-hujan*), and (3) literal translation (the same number, word order, and word classes of TL can be established from SL in equivalent way such as English *she plays guitar*→Indonesia*Diabermainingitar*).⁹

c. Faithful translation

In this method, Newmark describes that in this method, the precise contextual meaning of the original is reproduced within the constraints of

⁸ Newmark, *op.cit.*, p.46

⁹ Munday, *op.cit.*, p.182

the TL grammatical structures. Cultural factors and the degree of grammatical and lexical ‘abnormality’ (implied from SL norms) in the translation is attempt to be transferred into TL by this type of translation method.¹⁰

In faithful translation, for instance, an English sentence “Ben is too well aware that he is naughty.” is translated into “*Ben menyadari itu terlalu baik bahwa ia nakal.*”¹¹

Although the meaning of the sentence is faithful in SL but it sounds abnormal in TL. Therefore, new learner of SL usually applies this method.

d. Semantic translation

According to Newmark, semantic translation has more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, which compromises on appropriate meaning in TL.¹² This method is more flexible than faithful translation, which is uncompromising and dogmatic. The translator is allowed to use his/her intuitive empathy with the original.

Semantic translation for example can be illustrated in the English sentence “He is a bookworm.” translated into “*Dia adalah seorang yang suka sekali membaca.*” Although the cultural equivalence of idiom ‘bookworm’ is available in TL namely ‘*kutu buku*’, this method tends to transfer the message into general meaning in TL. Therefore, the result of the translation above is functional (easy-to-understand).

¹⁰Newmark, *op.cit.*, p.46

¹¹ Rochayah Machali, *Pedoman bagi Penerjemah*, (Jakarta: PT Grasindo, 2000), p.52

¹² Newmark, *loc.cit.*

e. Adaptation

Newmark states that adaptation is categorized as the freest form of translation method. It is generally implemented for plays (comedies) and poetry; the themes, characters, plots are adapted from SL culture and then converted to the TL culture and the text rewritten.¹³

Certainly, Munday analyzes that adaptation is signed from TT, which is emerged from ST, and it is extensively modified to the TL cultural context.¹⁴ Accordingly, the orientation of this method is much more in TL. For example: Shakespeare drama 'Macbeth' adapted by WS Rendra, a famous poet in Indonesia, was played in Taman Ismail Marzuki Jakarta, 1994. Rendra maintained the all characters and plots based on the true script, but the dialogues suit Indonesian culture.¹⁵

f. Free translation

As stated by Newmark that free translation is to reproduce the matter or the content without the manner or the form of the original. It tends to be a paraphrase of the original, a so-called 'intralingual translation', frequently prolix and pretentious and not translation at all.¹⁶ Several experts consider the result of this method is not translation creation. Newmark implies that as a method, free translation results a very significant change based on its prolix and pretentious change. This method, thus, has a particular usage. A translator must think wisely and properly in using this

¹³ Newmark, *op.cit.*, p .46.

¹⁴ Munday2009,*op.cit.*, p.167

¹⁵ Machali,*op.cit.*,p .53

¹⁶ Newmark, *op.cit.*, p.46-7

method and consider about when it is used and what the purpose of translation itself is.

g. Idiomatic translation

Newmark asserts that Idiomatic translation is a reproduction of the message of the original and tends to apply distortion of nuances of meaning by expressing colloquialisms and idioms in TL in which the original or ST does not exist.¹⁷ For instance, an ST “*Mari minum kopi sama-sama; saya yang bayar.*” can be translated into “I’ll shout you a coffee.” in the TT.

In the translation above, TT seems more idiomatic than in ST. Other version which sounds not idiomatic could be “Let me buy you a coffee.”

h. Communicative translation

According to Newmark, communicative translation affords to render the true contextual meaning of the original namely the content and language, which are readily acceptable and comprehensible to the readership’s level.¹⁸ This tends to compromise with the readers of TT and the purpose of translation itself as the influencing factors of translation. Therefore, one ST can be translated into several kinds of TT based the principles above.

Based on the eight methods above, semantic translation and communicative translation commonly tend to be more applicable in translation especially for accuracy and efficiency. Semantic translation

¹⁷ *Ibid*, p.47

¹⁸ *Ibid*. P.

follows the thought processes of the author personally and individually. Expressive texts are involved in this method.

On the contrary, communicative translation focuses on the message and the main point of the force of the text, is simple, clear and brief, and is always written in a natural and resourceful style. Consequently, it pays more on the readership's level as one of TT factors.

Although Newmark analyzes that semantic and communicative translation tended to be more emphasized, all translation methods actually achieve lots of benefits in applying them in several kinds of text. While a translator takes an action of translation, if he/she considers all kinds of method above, a high quality translation will be achieved.

3. The Concept of Communicative Method

Generally, a communicative method tends to undertranslate. The concept of "method" was the second of three hierarchical elements, namely approach, method, and technique. An approach according to Anthony was a set of assumptions dealing with the nature of language, learning, and teaching. Method was describes as an overall plan for systematic presentation of language based upon a select approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

While communicative method has come to capture a multicity of meaning depending on whom you ask, it is nevertheless a useful phrase.

Communicative method consists of some combination of the following competence:

- a) Organizational competence (grammatical and discourse)
- b) Pragmatic competence
- c) Strategic competence
- d) Psychomotor skills.

The array of studies on communicative method provides what is perhaps the most important linguistic principle of learning and teaching:

Given that communicative method is the goal of a language classroom, instruction needs to point toward all its components. Communicative goals are best achieved by giving due attention to language use and not. Just usage, to fluency and not just accuracy, to authentic language and contexts, and to students, eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

It is important to note that communicative method principle still has a bit of a reactions flavor reacting to other paradigms that emphasized attention to grammatical forms, to artificial, contrived language and technique in the classroom, and to a finite repertoire of language forms and that might not have lent themselves to application in the world outside the classroom. But since the most of our language teaching generalization are, after all, at least partially conceived against the backdrop of previous

practices, such a statement can stand as a reasonably accurate description of our current understanding of communicative method.¹⁹

Some of the characteristic of communicative method make it difficult for a nonnative speaker teacher who is not very provident in the second language to teach effectively. Dialogues, drills, rehearsed exercises, and discusses (in the first language) of grammatical rules are much simply for some nonnative speaking teaching to contend with.

One of the most comprehensive list of communicative method come some time ago from Finnochiaro and Brumfit in a comparison as audio-lingual methodology with what they called communicative approach, Because of its practicality. Venuti also argues some statements. He proposes that communicative translations communication in translated messages within a certain cultural linguistic system, with all relevant consequences for the decomposition of the source message, the establishment of the invariant, its transfer across the cultural-linguistic border and the re-composition of the target message.

Generally, a communicative translation tends to undertranslate. It uses more generic, hold-all terms to translate difficult passages. It is smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language. It is foremost to produce the same impact or effect on SL readers and fulfill the function of TL texts to establish the communication between SL authors and TL readers.

¹⁹ Brown H. Douglas, *Teaching by Principle*(San Francisco State University,2001)p.68-69

Some statements are also argued by Venuti. He proposes that communicative translation is communication in translated messages within a certain cultural linguistic system, with all relevant consequences for the decomposition of the source message, the establishment of the invariant, its transfer across the cultural-linguistic border and the re-composition of the target message.

The source message is always interpreted and reinvented, especially in cultural forms open to interpretation, such as literary texts, philosophical treatises, film subtitling, advertising copy, conference papers, legal testimony. It is always reconstructed according to a different set of values and always variable according to different languages and cultures. Toury ultimately reckoned with the problem of communication by sidestepping it altogether: He shifted the emphasis away from exploring equivalence between the translation and the foreign text and instead focused on the acceptability of the translation in the target culture.

Thinking about the foreign is thus pre-empted in favor of research that describes domestic cultural norms. Any communication through translating, then, will involve the release of a domestic remainder, especially in the case of literature. The foreign text is re-written in domestic dialects and discourses, registers and styles, and this results in the production of textual effects that signify only in the history of the domestic language and culture. The translator may produce these effects to communicate the foreign text, trying to invent domestic analogues for foreign forms and

themes. However, the result will always go beyond any communication to release target-oriented possibilities of meaning.²⁰

Communicative method is suitable for this type of texts. In translation, translators need to spend more efforts on TL rather than SL because the quality of TL texts is a high-stake factor influencing the effectiveness of readers' information reception. Translators should also minimize the negative effect caused by SL grammatical rules so as to ensure faithful transfer of information thus giving TL readers the same impact as SL readers perceive. Newmark's communicative translation suggests that readers are the center of translation. Therefore, TL texts should be eventually accepted and evaluated by them. When dealing with the tense, translators need also to focus their attention on the intelligibility of TL texts.²¹

Communicative method is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under-translate. Basically, communicative method emphasizes the shift of messages. This method, pay attention to the reader or listener of target language that hope there is no difficulties and unclearly in text of target language and also effectiveness of target language.

²⁰Venuti, Lawrence, *The Translation Studies Reader* (London : Routledge Taylor & Francis Group, 2000). P. 469-471

²¹Newmarks, P., "Communicative Theory of Translation and Semantic Translation Point of View The Translation of English News.asp", in <http://eng.hi138.com/english-papers/english-other-papers/Post Time : December 17, 2009.15:21:00>

For example:

1. *Awas anjing galak!*

It can translate become:

Beware of dog!, Than Beware of the vicious dog!

Because the first sentence was beckon that the dog is vicious.

2. *I would admit that I am wrong*

*I will admit that I am wrong*²²

For native speaker two sentences above will have difference effect, the differences is the employing words “would and” will, the first sentence indicate that someone desire to do something and the word “will” in second sentences indicate that activities will be done by subject of the sentence. Remember in this case tenses is not influence the meaning of the sentence. So two sentences above if translated in Indonesian language become :

(Saya mau mengakui bahwa saya salah)

(Saya akan mengakui bahwa saya akan salah)²³

a. The Component of Communicative Translation

In communicative translation, translation could repair the logic sentence in a source language. Change the words and structure that was cliff with the smoother and delete part of the sentences that unclearly. The

²²Nababan. M. Rudlof, *Teori Menerjemahkan Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 40

²³Ibid p. 43.

translator need to be able to do in order to translate, his approach would lead as to. Attempt the specify translator communicative competence, which would consist of four components:

- a. Grammatical competence: knowledge of the rules of the code. Including vocabulary and word formatting. Pronunciation/spelling and sentence structure.
- b. Sociolinguistic competence: knowledge of and ability to produce and understand utterances appropriately in context.
- c. Discourse Competence: the ability to combine form and meaning to achieve unified spoken and written in different genre: this unity depends on cohesion in form and coherence in meaning.
- d. Strategic Competence: the mastery of communication strategic which may be used to improve communication or to compensate for break downs.²⁴

Communicative translation is always concentrated on the reader, normally makes the text smoother, lighter, more idiomatic and easier to read, but the equivalent-effect element is in operant if that the text is out of target language space and time.

²⁴Bell. Roger T., *Translation and Translating: Theory and Practic* (New York: Longman Inc, 1991), p. 41.

4. The Features of Communicative Translation

Although in theory, both of communicative and semantic translation are separable, but in practice of translation of a long text there are no one communicative nor one semantic unvarnished. There is a translation inclined to communicative or to semantic, or in certain part is communicatively and in other semantically. To more clearly, we can study the features of semantic and communicative translation in this table:

Figure 2. *The Features of Newmark's Communicative Translation* ²⁵

Communicative Translation
Reader-centered
Pursues author's intention. Related to speech.
Adapts and makes the thought and cultural content of original more accessible to reader.
Effect-oriented. Formal features of original sacrificed more readily.
Faithful, freer.
Effective.
Easy reading, more natural, smoother, simpler, clearer, more direct, more conventional, conforming to particular register of language, but longer.
Social
Target language biased
Under-translated: use of 'hold-all' terms.

²⁵Newmarks, P., *About Translation*, (British Library Cataloging in Publication Data, 1991). P. 11-13

Less powerful
May be better than original because of gain in force and clarity, despite loss in semantic content.
Ephemeral and rooted in its context, 'existential'.
'Tailor-made' or targeted for one category of readership; does one job, fulfils one particular function.
A certain embroidering, a stylistic synonymy, a discreet modulation is condoned, provided the facts are straight and the reader is suitably impressed.
The translator has the right to correct and improve the logic and style of the original, clarify ambiguities, jargons, normalize bizarre personal usage.
The translator can correct mistakes of fact in original.
Target: a 'happy' version, i.e. a successful act.
Unit of translating: tends to sentences and paragraph.
Applicable to impersonal texts.
Basically the work of translating is a craft.
Sometimes the product of a translation team.
Conforms to the 'universalist' position, assuming that exact translation may be possible.
Message

5. The Communicative Value

The role of translation is not just the mediation of differences in language between L1 and L2. Translation must also mediate the knowledge differential between L1 and L2. Bridging the knowledge gap calls for linguistic recoding and for the textual modifications necessary to induce

appropriate textual meaning. The textual meaning has to be functionally and situationally appropriate.

The text has to achieve a communicative value that reflects situational requirements as well as semantic and textual ones. The communicative value of a translation represents a selection from the global meaning of the source text. It is not identical with textual meaning; it is an intersection of textual meaning with the resources and orientation the user brings to the text. It represents what the reader can retrieve and use from the text. This is rarely everything that is potentially retrievable from the text.

Communicative value is influenced by such factors as wants, wishes, preferences, interests, tasks, purposes, attitudes, values, and norms. The communicative value of the L2 text is dependent on the cognitive set of the L2 reader. This term refers to the level of macroprocessing at which the user functions. Macroprocessing refers to the user's ability to extract value from the text by applying macro rules. If L2 readers succeed in extracting communicative value from a translation, it is because the translation has been adapted to their cognitive sets by a translator who is aware of the set of factors that in a particular context of (action or) discourse processing, influences macrostructures.²⁶

The global meaning and communicative values of the translation are created using a semantic image of the L1 text stored in the mind of the

²⁶Neubert, Albrecht.; Shreve, Gregory M, *Translation As Text Translation Studies* (London, Kent State University Press, 2002), p. 141

translator. This image is modified and restructured and then re-textualized using a prototype.

The re-textualization should reflect the reader's cognitive set. Every single item that appears in the target text, from cohesion devices to modes of address, must be the result of a decision-making process directed toward the reader. The textual meaning of the source text, the prototypical superstructure of the target text, and the cognitive set of the reader can all help the translator make the best choice.

However, the translator is progressively constrained. As the linguistic elaboration of the text increases, the translator's freedom to choose decreases. The translator must be prepared to retract original choices and modify already translated microstructures. This retraction and modification is something that they do in the interests of the reader. If the translator is unwilling to do this, then he or she is allowing the micro structural evolution of the L2 text to govern the translation process.²⁷

Etymologically, the term translation is defined as the process of changing something that is written or spoken into another language. Such changing should consider the grammatical differences between the source language and target language. Translating is a kind of language skill with complex requirements. Some experts have different points of view to define translation skill; it is connected to the particular focus being emphasized and considered important. It is also mentioned by Newmark ideas, which shows

²⁷ Neubert, Albrecht., op.cit p. 141-142

that translation result must have the same message in second language. To the object being translated, they mention similar concept namely textual material (Catford). Meanwhile, something to be transferred is meaning in the source language, which is represented by the word 'thought' (Savory), message (Nida, Newmark) from Source Language (SL) into Target Language (TL).

Nida, on the other hand, uses the word reproducing of closest equivalent message that makes it sounds natural. Pinchuck says the replacement or the reproduction of written message in TL in Translation takes a process. Anyway the word process indirectly tells us about something of connected series of actions, changes or operations deliberately undertaken.²⁸

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There two variables in this research. They are independent variable (x) and dependent variable (Y). The independent variable (x) is communicative translation method and dependent variable (Y) is translation result.

Translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in the term of meaning and secondly in the term of style.

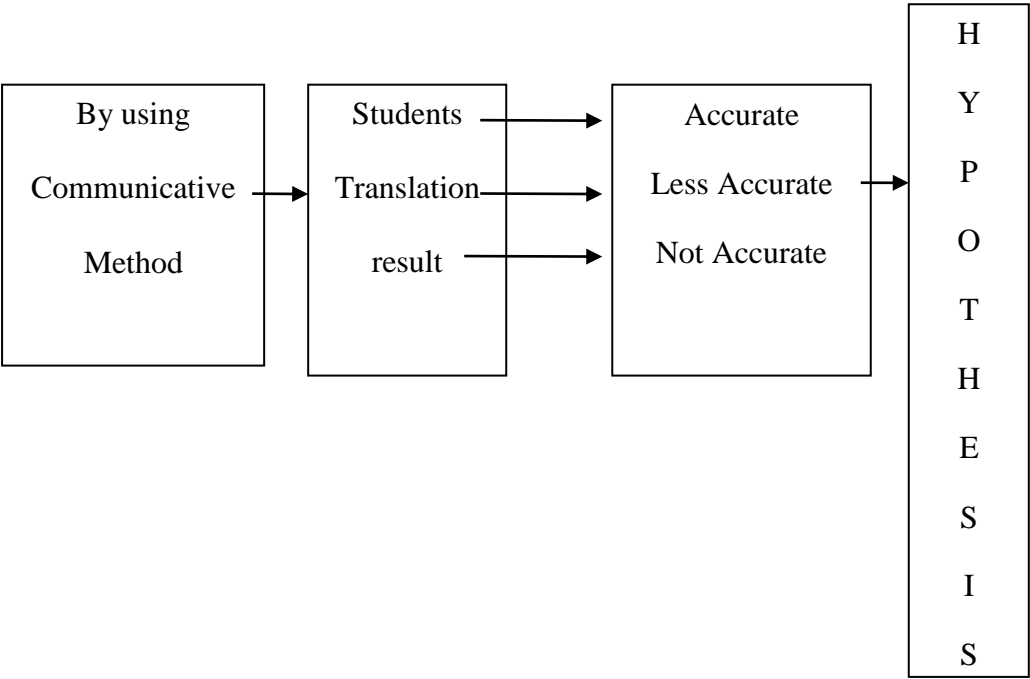
²⁸ Langgeng, Budianto, Aan E, Fardhani, *A Practical guide for translation skill*, (UIN Maliki Press, 2010). p. 4

Based on the description above, the researcher assumes that the student's translation ability can be understood what meaning in the functional text. Especially in translating sentence form. Finally the student can be active to translate text in the functional text, and also involves some element that supports the achievement of the learning goal.

Therefore, there is any positive and significant influence of using communicative translation method toward translation learning result of PBI STAIN METRO in the academic year of 2015/2016.

2. Paradigm

“Research paradigm is a link pattern between one and other variable that will be research “. Based on the theoretical framework above the research describes the paradigm as the following:



Based on the paradigm above that show if by using, communicative method is high and the student's translation result is high, so there is any positive and significant influence of using communicative translation method toward student translation result of PBI STAIN METRO in the academic year 2015/2016. In addition, if by using communicative translation method is low, and students translation result is low, so there is no positive and significant influence the communicative translation method toward the students translation result of PBI STAIN METRO in the academic year 2015/2016.

3. Hypotheses Formulation

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

1. Alternative hypothesis (H_i):

There is any positive and significant influence between communicative translation method toward students translation result of PBI STAIN METRO in the academic year of 2015/2016.

2. Null Hypothesis (H_o):

There is not positive and significant influence between communicative translation method toward students translation result of PBI STAIN METRO in the academic year of 2015/2016.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a quantitative research, which deals with The Influence of using Communicative Translation Method toward students Translation Result of PBI STAIN Metro. Quantitative approach analyze pressed on numerical data processed by statistic method.¹ To collect the data the writer administered pretest before treatment and posttest after treatment.

B. Population and Sampling Technique

1. Population

According to Suharsimi Arikunto population is “a number of individual that will be researched which has the same characteristic”.²

Population is all member of any well-defined class of people, event or object.³ From those quotations above it can be concluded that population is group of people that will be the research object.

The population of this research was 200 students at the fifth semester student of PBI STAIN Metro in the academic year of 2015/ 2016.

¹ Edi Kusnadi, *Metodologi Penelitian Cet I*, (Metro: Ramayana Pers&STAIN Metro, 2008), h. 10.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), h. 27.

³ Donal Ary, *et. al.*, *Introduction to Research in Education: Second Edition*, (United States: Holt, Rinchart and Winston,Inc, 1979), h. 129.

2. Sample

The sample research is class A-F. The researcher chooses class A as a class control and class B as the experimental class. Class B has chosen as sample because they have low score in translation subject.

Sample is a subset of a population.⁴ Sample is a small group that is observed.⁵ The sample this research was 30 students of PBI STAIN METRO.

3. Sampling Technique

Sample is number of individual that is represented population to research. To technique sampling in this research the writer uses the Cluster Sampling. Cluster Sampling is the act of determining samples depend on the group of population which has the same characteristic.⁶

This research had be done at the five semester of PBI STAIN Metro in the academic year of 2015/ 2016.

⁴ Sutrisno Hadi, *Statistik II*, (Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM, 1986), h. 22.

⁵ Donal Ary, *et. al., op.cit.*, h. 129.

⁶ Edi Kusnadi, *op.cit.*, h. 86.

C. The Operational Definition of Variables

Variable can defined as an attribute of a person or of an object, which varies from person to person or from object to object. Variable also defined as something that may vary or differ. Variable is simply symbol or a concept that can assume any one of a set of values. Variable is an attribute, which is regarded as reflecting or expressing some concept or construct.⁷

In this research the researcher divided the variables into two: they are independent variable and dependent variable. Independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to the dependent variable.

1. In this case, the independent variable (X) is the use of communicative method. Communicative method is one of effective method to motivate students in translation. By using communicative method the student had be more motivated and interest in learning process, because there is interaction between student and lecturer, so student had be engaged in active communication to develop their own ideas in translation.

The researcher measuring of the variable X by using test. Type of the test is 'translating'. Based on the translating test above the researcher attainder the indicator as follows:

⁷ Donal Ary, *et. al.*, *op.cit*, h. 27.

- a. The students can translate the text by communicative translation method.
 - b. The students can translate the text as according to the target language.
2. The dependent variable is the variable, which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case, the dependent variable (Y) is the students translation result. How the student can translate from Source Language (SL) into Target Language, in this case English to Indonesia or Indonesia to English.

The researcher measuring of the variable Y by using test. Type of the test is 'translating'. Based on the translating test above the researcher attainder the indicator as follows:

- a. The students can translate the text by using translation ability.
 - b. The students can translate the text as according to target language.

This is more information that support this research, they are:

No	Variable	Indicator	Form of test	Items
1.	X	<ol style="list-style-type: none"> 1. The student can translate the text by using communicative method. 2. The students translate the text as according to target language. 	Translating	1-10
2.	Y	<ol style="list-style-type: none"> 1. The student can translate the text by using translation ability. 2. The students translate the text as according to target language. 	Translating	1-10

D. Data Collection Method

To collect the data the researcher uses some methods in order to get more information that support this research, they are:

1. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note, and others)⁸. In this research the researcher uses the documentation method to get detail information about translation ability and communicative method.

2. Test

Winarno Surahmad explains that most of research uses test as the main tool to measure the aspect.⁹

Moreover, the researcher used a test as data collection method to measure both of the variable. The researcher measure translation ability the students by testing. They had translated a functional text form.

E. Research Instrument

Suharsimi Arikunto defines instrument as tool of research which is used in each method.¹⁰ Furthermore, the research instrument involves:

⁸ Edi Kusnadi, *op.cit.*, p. 108

⁹ Winarno Surahmad, *Pengantar Penelitian Ilmiah*, Tarsito, Bandung, 1990, p. 23

¹⁰ Suharsimi Arikunto, *Op. Cit.*, p. 126

1. Instrument Blueprint.

Research instruments which had used in this research:

- a. The instruments which had used for documentation method are books, magazine, note, data from internet, and others.
- b. The instruments which had used for test are translate by using communicative translation method.

There are two kinds of test. The first test is translation a sentence and the second test is also translate by using communicative translation method. Moreover, in the first test, the students translate a complete sentence in the functional text. Furthermore, in the second test they must translate it by using the method.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used.¹¹

Rochayah Machali explains that is criteria of assessment about translations.¹²

Categorize	Score	Indicator
Perfect Translation	86-90 (A)	Fair; there is no felt like translation; there is no spelling

¹¹ Departemen Pendidikan dan Kebudayaan RI, *Kamus Besar Bahasa Indonesia*, (Jakarta:bali pustaka), tt, p. 499

¹² Rochayah Machali, *Pedoman Bagi Penerjemah*,(PT Grasindo Jakarta,2000),p.115

		mistake; there is no mistake of structure deviation; there is no confusion of term use.
Very Good Translation	76-85 (B)	There is no distortion mean. There is no stiff Literal translation. There is no confusion of term use. There is one - two structure mistake/ spelling (for the Language of Arab there may not be any spelling mistake).
Good Translation	61-75 (C)	There is no meaning distortion. There is stiff Literal translation, but relative at the most 15% from overall of text, so that does not too felt by translation. Mistake of structure and idiom relative at the most 15% from overall of text. There is one- two-term use, which is not permanent/ general. There are one- two mistake arrange the spelling

		(for the Language of Arab there may not be any spelling mistake).
Translation enough	46-60 (D)	Felt by translation. There are some stiff translation harfiah, but relative at the most 25% overall of text. There have one - two terms use, which is not permanent/ does not general and/ or not clear.
Bad translation	20-45 (E)	That is very felt by translation; too much stiff Literal translation (relative more than 25% overall of text). Mean of distortion and confusion of uses a term more than 25% overall of text).

Notes:

1. Score in bracket is value of equivalent.
2. Term "fair" earn is comprehend as communicative and fair.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of using communicative translation method toward English translation learning result of English Education Study Program of STAIN Metro in the academic year of 2015/2016 . The researcher analyzes the data by using *Chi-Square* influence. The formulation of *Chi - Square* influence:

The formula:

$$X^2_0 = X^2_{\%} \times \frac{N}{100}$$

Note:

X^2_0 = *Chi - Square* value

$X^2_{\%}$ = *Chi - Square* percentages

N = Sample

In further explanation, Creswell also emphasizes the importance of validation of findings. Validity is viewed as strength of qualitative research. However, it is used to determine the accuracy of the findings from the standpoint of the researcher, the participant(s), or the readers of the research.¹³

¹³Creswell, *op.cit.*,p.195-6

The method, which will be used by the researcher, is triangulation. Creswell asserts that triangulation is to examine evidence from some different data source of information and using them to construct a well-organized justification for themes.¹⁴ Consequently, the researcher will collect some needed data based on the time, place, theory, method of research from several sources as the primary data and the secondary data.

In translation scoring criteria, Machali maintains the principle of validity and reliability. For the characteristic of every translation is relative, the validity is classified into two aspects namely content validity and face validity. On one hand, content validity tends to secure “content” aspect in translation. On the other hand, face validity discusses aspect of “readability” Regarding that kind of validity, reliability thus will be achieved.¹⁵

There are some criteria in reliability. The first basic translation-scoring criterion is that the referential meaning error is not allowed. For instance, the word(s) which the translator transfers in TL is not appropriate with the author’s intention. The other criteria are the equivalent accuracy (linguistics, semantics, and pragmatics), proper expression in TT, and term. Hence, the complexity of scoring translation brings about the statement that there is no perfect translation but the most proper translation is just considered as “almost perfect translation.”

¹⁴*Ibid.*,196

¹⁵Rochayah Machali, *op.cit.*,p.115

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Brief History about the Establishment of STAIN Jurai Siwo Metro

In Metro City, STAIN Jurai Siwo Metro is one of the high education. The existence of STAIN Jurai Siwo Metro is inseparable with the history of IAIN Raden Intan Bandar Lampung. Tarbiyah and Syari'ah Faculty were established in Metro in 1967 by the request of Metro Society, Lampung Tengah, to YKIL. In addition, by the agreement of the dean of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang, Tarbiyah Faculty in Metro was change into a long-distance class of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang.

Through the persistent struggle and knowing no fatigue, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humiah Raden Intan Lampung" together with the making state-owned Syari'ah and Ushuludin Faculty in Tanjung Karang and Tarbiyah Faculty in Metro.

As a result, STAIN (State Islamic College) of Jurai Siwo Metro became one of higher education in metro. As one of favorite universities,

STAIN Jurai Siwo Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good normal, and developing and spreading technology and Islamic culture.

1. English Educational Study Program

English Education Program (PBI) is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002. PBI major of STAIN Jurai Siwo Metro in the context of IPO (*input, process, and output*) can be shortly described as follows. Firstly, it is related to the students' input. From the education background, PBI students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some PBI students come from low and middle economic.

Secondly, related to education process, English department is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. To increase lecturer's work and supporting media affectivity, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a

role that manage the students, lecturer, and educator, and also SOP (Operational Procedure Standard) which manage learning that is produced by quality guaranty institution unit.

The assessment toward PBI students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department frequently develops conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy parts. Lastly, from output dimension (graduate), every student who studies in English department of STAIN Jurai Siwo Metro, is predicted to be professional in English.

2. Research Data

a. Communicative Method

Communicative method in this research is to measure the level of student's translation ability, the researcher gives written test the translation to know the level student's communicative method. The result of score using communicative method can be identified as follows:

Table 2. The result of score communicative method

N0	Student Initial	The Grade
1.	AA	25
2.	ABD	20
3.	AGU	30
4.	AHM	75
5.	ANA	30
6.	AND	35
7.	ANG	30

8.	APR	75
9.	ARI	65
10.	ARM	20
11.	AN	85
12.	BA	80
13.	BI	80
14.	BU	80
15.	CA	60
16.	CI	35
17.	CIT	75
18.	CU	20
19.	DA	85
20.	DAN	25
21.	DE	80
22.	DEW	70
23.	DIM	75
24.	EL	40
25.	ER	35
26.	FAT	70
27.	FEB	20
28.	FEN	45
29.	FE	70
30.	FER	65
Total of Data		3,910

Based on the table distribution above, it can be inferred that the score of the students are high score = 85, low score = 20, and average score = 54,35 from 30 total respondents.

b. Translation ability

Translation ability in this research is to measure the level student's translation skills, the writer give test to know the level student's translation. The result of score translation can be identified as follows:

Table 3
Translation Score at the Fifth Students PBI STAIN METRO

N0	Student Initial	Score
1.	AA	23
2.	ABD	10
3.	AGU	57
4.	AHM	90
5.	ANA	27
6.	AND	50
7.	ANG	50
8.	APR	87
9.	ARI	57
10.	ARM	10
11.	AN	90
12.	BA	90
13.	BI	77
14.	BU	97
15.	CA	93
16.	CI	33
17.	CIT	77
18.	CU	10
19.	DA	97
20.	DAN	13
21.	DE	97
22.	DEW	77
23.	DIM	97
24.	EL	63
25.	ER	63
26.	FAT	87
27.	FEB	13
28.	FEN	30
29.	FE	60
30.	FER	87
Total of Data		4,387

Based on the table distribution above, it can be inferred that the score of the students are high score = 100, low score = 10, and average score = 60,48 from 30 total respondents.

c. Frequency Distribution

Table 4 .Frequency Distribution at the Result of Student's Communicative method and Translation Ability

Variables	Category			Total
	High	Fairly	Low	
Communicative method	1	13	16	30
Translation Ability	9	3	18	30
Total	10	16	34	60

Table 5. Frequency Distribution at the Result of Student's Communicative Method

No	Interval class	Frequency	Category	Percentage
1.	> 85	1	High	3,94 %
2.	66 – 80	13	Fair	39,32 %
3.	50 – 65	16	Low	48,73 %
	Total	30		100 %

Table 6. Frequency Distribution at the Result of Student's Translation Ability

No	Interval class	Frequency	Category	Percentage
1.	> 85	9	High	27,29 %
2.	66 – 80	3	Fair	10,92 %
3.	50 – 65	18	Low	54,77 %
	Total	30		100 %

N0 Samples	Communicative Method		Translation Ability		Note <i>fo</i>
	Scores	Category	Scores	Category	
1.	25	Low	23	Low	Low
2.	20	Low	10	Low	Low
3.	30	Low	57	Low	Low
4.	75	Fair	90	High	Fair High
5.	30	Low	27	Low	Low
6.	35	Low	50	Low	Low
7.	30	Low	50	Low	Low
8.	75	Fair	87	High	Fair High
9.	65	Low	57	Low	Low
10.	20	Low	10	Low	Low
11.	85	High	90	High	High

12.	80	Fair	90	High	Fair High
13.	80	Fair	77	Fair	Fair
14.	80	Fair	97	High	Fair High
15.	60	Low	93	High	Low High
16.	35	Low	33	Low	Low
17.	75	Fair	77	Fair	Fair
18.	20	Low	10	Low	Low
19.	85	High	97	High	High
20.	25	Low	13	Low	Low
21.	80	Fair	97	High	Fair High
22.	70	Fair	77	Fair	Fair
23.	75	Fair	97	High	Fair High
24.	40	Low	63	Low	Low
25.	35	Low	63	Low	Low
26.	70	Fair	87	High	Fair High
27.	20	Low	13	Low	Low
28.	45	Low	30	Low	Low
29.	70	Fair	60	Low	Fair Low
30.	65	Low	87	High	Low High

High low : -

High Fair : -

High : 15

Fair Low : 1

Fair : 15

Fair High : 8

Low : 48

Low Fair : -

Low High : 1

Communicative Method	Translation Result			Total
	High	Fair	Low	
High	15 (3,24)	(1,17)	- (3,56)	15
	8	15	1	

Fair	(4,48)	(3,23)	(10,26)	24
Low	1 (14,48)	2 (5,27)	48 (16,21)	51
Total	24	17	50	90

1. Hypothesis Testing by Using Chi- Quadrant Analyses Technique

Table 7 .Testing of Data

Sel:	f_o	f_t	$f_o - f_t$	$(f_o - f_t)^2$	$\frac{(f_o - f_t)^2}{f_t}$
1.	15	14,22	0,78	0,60	0,04
2.	-	1,19	-1,19	1,41	1,18
3.	-	3,58	- 3,58	12,81	3,57
4.	8	9,26	-1,26	1,58	0,17
5.	15	14,43	0,57	0,32	0,02
6.	1	1,19	- 0,19	0,03	0,025
7.	1	1,20	- 0,2	0,04	0,03
8.	2	3,37	-1,37	1,87	0,55
9.	48	52,22	-4,22	17,80	0,34
	10,0= N	100,00= N	0,05= $\sum(f_o - f_t)^2$	163,54	5,925= X² %

Degrees of Freedom Testing

The formula:

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degrees of freedom c= Column r= Row

$$Df = (3-1) (3-1) = 4$$

The Degrees of freedom is 4. So the values of X² table on degrees of freedom are 0,05 = 9,388, and 0,01 = 13,217

From the data above shows the comparison of X² bar with X² table is:

5,925 > 9,388 in 0,05 significance or 5,925 > 13,217 in 0,01 significance. It means that H_i is received and H_o is refused. It can be said that there is significance the communicative method toward translation result.

Based on table of frequency distribution above, communicative method can be inferred that 1 students as the students > 85 in high category, and then 13 of the students 66-84 in fairly category, after that 16 of the students 65-0 in low category. Then, translation ability can be inferred that 9 students as the students > 85 in high category, and then 3 of the students 66-84 in fairly category, after that 18 of the students 65-0 in low category.

d. Frequency Distribution in Percentage (%)

**Table 8. Frequency Distribution at the Result of Student's
Communicative Method and Translation Ability**

Variables	Category			Total
	High	Fairly	Low	
Communicative Method	5,77	17,36	26,82	50,00
Translation Ability	20,94	7,36	22,12	50,00
Total	26,11	24,62	49,94	100,00

Based on table of frequency distribution above, communicative method can be inferred that 5,77% students as the students > 85 in high category, and then 17,36% of the students 66-84 in fairly category, after that 26,82% of the students 65-0 in low category. Then, Translation Ability can be inferred that 20,94% students as the students > 85 in high category, and then 7,36% of the students 66-84 in fairly category, after that 22,18% of the students 65-0 in low category.

B. Hypothesis Testing

After administering the written test method, the writer analyzed the data by using of Chi- Quadrant (X^2) with two variables in order to prove whether there is influence between communicative method toward translation result of PBI STAIN as follow:

The formula:

$$X^2_0 = X^2_{\%} \times \frac{N}{100}$$

Note:

X^2_0 = Chi - *Square* value

$X^2_{\%}$ = Chi - *Square* percentages

N = Sample

2. Frequency Distribution in Percentage (%)

Table 9. Frequency Distribution at the Result of Student's communicative method and translation :

Variables	Category			Total
	High	Fairly	Low	
Communicative method	5,77	17,36	26,86	50,00
Translation	20,44	7,16	22,38	50,00
Total	26,11	24,24	49,62	100,00

The total samples are 30 students. Based on table of frequency distribution on table 12 above, communicative method can be inferred that 50%. Then, translation result can be inferred that 50%.

3. Hypothesis Testing by Using Chi- Quadrant Analyses Technique

Table 10. Testing of Data

Sel:	f_o	f_t	$f_o - f_t$	$(f_o - f_t)^2$	$\frac{(f_o - f_t)^2}{f_t}$
1	5,77	19	- 13,03	169,7809	8,9258
2	17,36	16	+ 1,16	1,3456	0,0831
3	26,86	15	+ 11,86	140,6596	9,1773
4	20,44	19	+ 1,14	1,2996	0,0634
5	7,16	16	- 8,54	72,9316	4,5522
6	22,38	15	+ 7,38	54,4644	3,6309
	10,0= N	100,00= N	- 0,03= $\sum(f_o - f_t)^2$	-	26,4327= χ^2 %

So, the formula of the Chi- *Square* is:

$$\chi^2_0 = \chi^2 \% \times \frac{N}{100}$$

$$\chi^2_0 = 26,4327 \times \frac{67}{100} = 26,4327 \times 0,67 = 17,709909$$

C. Interpretation

a. Interpretation of “ r_{observed} ”

In this research test had done individually by students. It is aimed to know the level of students' communicative method and translation result. From the result of test, we know that there are different score from the students. It can be seen from the results of the students' communicative method toward translation result (Page).

Table11 . Frequency Distribution at the Result of Student's communicative method and translation result

Variables	Category			Total
	High	Fairly	Low	
Communicative method	5,77	17,36	26,86	50,00
Translation	20,44	7,16	22,38	50,00
Total	26,11	24,62	49,24	100,00

The total samples was 30 students. Based on table of frequency distribution above, communicative method can be inferred that 50%. Then, Translation result can be inferred that 50%.

The statistic describes that the influence between two variables. If it there is a perfect influence between two sets of scores.

From the formula above, the value of the Chi- *Square* from the object research is 17,709909. If we interpret it based on the table in above, it can be inferred that there is high influence between the communicative method and Translation Result among the students of PBI STAIN METRO in the academic year 2015/2016.

b. Statistical Significance

The researcher has formulated the alternative Hypothesis (Hi) and Null Hypothesis (Ho) as follows:

i. Alternative Hypothesis (Hi)

There is a positive and significant influence between Communicative Method and Translation Result, among the Students of PBI STAIN METRO in the academic year 2015/2016.

b. Null Hypothesis (Ho)

There is not a positive and significant influence between Communicative Method and Translation Result, among the Students of PBI STAIN METRO in the academic year 2015/2016.

After H_i and H_o above were formulated, the writer consulted " r_{observed} " to " r_{table} ", as follow:

- 1) If " r_{observed} " is higher than " r_{table} ", Alternative Hypothesis (H_i) is accepted and Null Hypothesis (H_o) is rejected.
- 2) If " r_{observed} " is lower than " r_{table} ", Alternative Hypothesis (H_i) is rejected and Null Hypothesis (H_o) is accepted.

Degrees of Freedom Testing

The formula:

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degrees of freedom

c = Column

r = Row

$$Df = (3-1) (1-1) = 2$$

The Degrees of freedom is 2. So the values of X^2 table on degrees of freedom are 0,05 = 5,881, and 0,01 = 9,10.

From the data above shows the comparison of X^2 bar with X^2 table is:

17,709909 > 5,881 in 0,05 significance or 17,709909 > 9,10 in 0,01 significance. It means that H_i is received and H_o is refused. It can be said that there is significance the Communicative Method toward Translation Result.

D. Limitations

Actually, the researcher didn't face difficult to solve problem, in doing this research because of these reasons, as follow:

1. The researcher can control the students easily. Therefore, the processes of research are well.
2. The students were cooperated.

However, after conducting the research and getting the data from test, the researcher found some problems faced by the students as follows:

1. Problem in Communicative Method

There are some students who difficulties to understanding and practice well the words were in communicative method.

2. Problem in Translation Test

There are some students work tests by using dictionary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research on Chapter IV, The researcher can be conclude as follows:

- a. “ r_{observed} ” = 17,709909 and “ r_{table} ” = 5,881 in 0,05 or 9,10 in 0,01

It means that “ r_{observed} ” is bigger than “ r_{table} ”. Therefore, it can be inferred that H_i is accepted and H_o is rejected. It means that there is a positive influence of using communicative method on the students translation result of English education study program of STAIN METRO in the academic year of 2015/2016.

B. Suggestion

In this part, the researcher tries to extend the researcher’s opinion related with the research that had been done. For that, this research admired the researcher to suggestively offer some point for.

The suggestion is classified into three part, they are as follows:

1. For the lecturer

Based on the result of research, there is influence communicative method toward student translation result of English education study program of STAIN METRO in the academic year 2015/2016. Therefore, the lecturer must more progressively motivate the student to translate more. Especially about the target

message of the students' Communicative method so that it can be received about the quality of their translation.

2. For the students

The students to have a good comprehension in methods of translation so that they can smartly analyze the appropriate change of point of view in their translation. Therefore, the students must study hard to increasing communicative method to get good translation ability achievement too, especially in the functional text forms.

Appendix 1

Instrument Test

Name :
Student Number :
Class :

Direction.

Translate it by using Communicative Method from English to Indonesian!

1. Source Language (SL) : Only for the brave
Target Language (TL) :
2. Source Language (SL) : Stay up to date
Target Language (TL) :
3. Source Language (SL) : Act Now
Target Language (TL) :
4. Source Language (SL) : You are my Everything
Target Language (TL) :
5. Source Language (SL) : Live is an Adventure
Target Language (TL) :
6. Source Language (SL) : Class Me Be First
Target Language (TL) :
7. Source Language (SL) : Let Your Mind Go For A Walk
Target Language (TL) :
8. Source Language (SL) : Love Sweet Love Life
Target Language (TL) :
9. Source Language (SL) : Last longer, much longer
Target Language (TL) :
10. Source Language (SL) : Come a little closer - Bergmann funeral service
Target Language (TL) :

Appendix 2

Research Codings

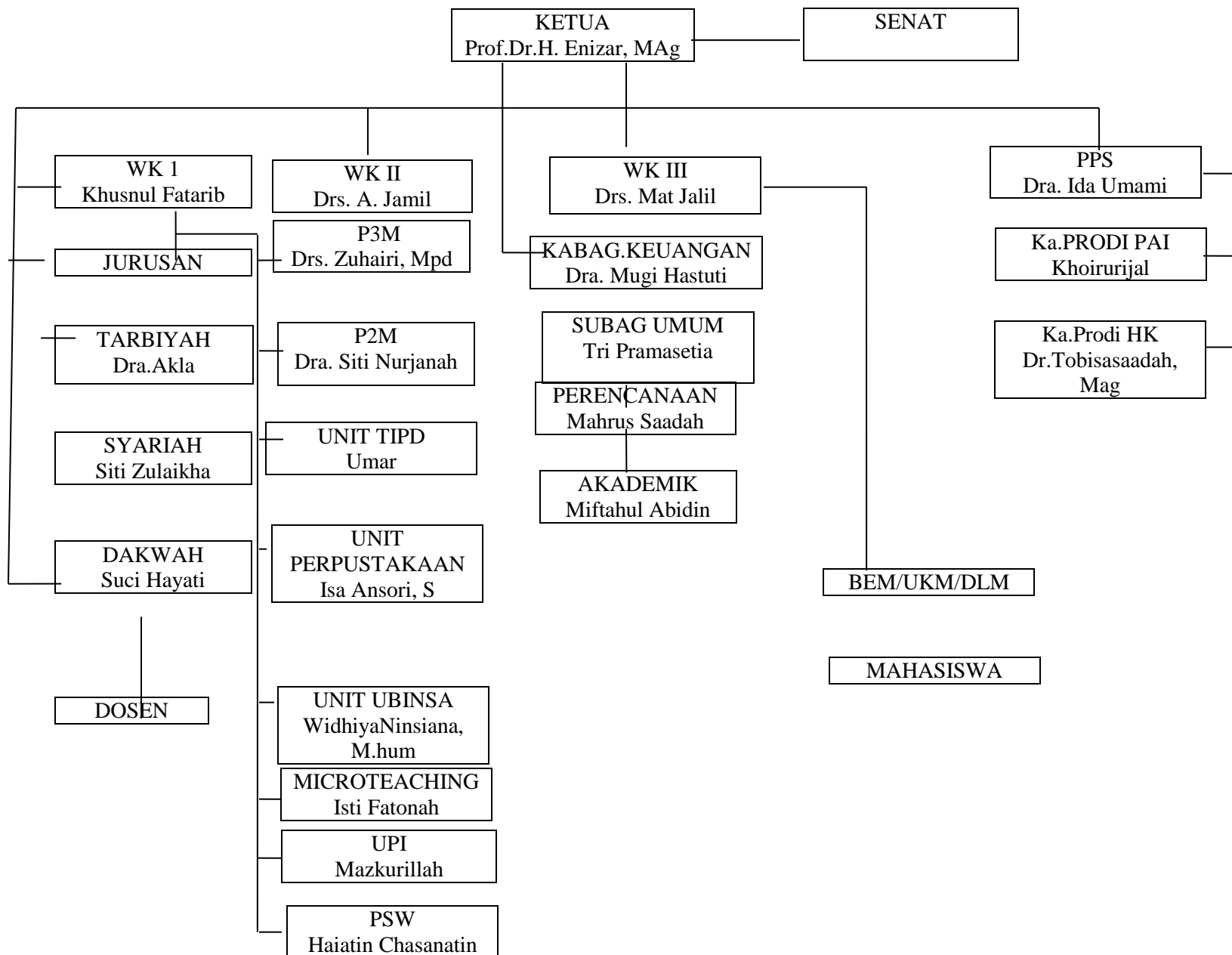
The Students' Codings within the Research

Students' Order	Students' Code
Student 1	X. 1
Student 2	X. 2
Student 3	X. 3
Student 4	X. 4
Student 5	X. 5
Student 6	X. 6
Student 7	X. 7
Student 8	X. 8
Student 9	X. 9
Student 10	X. 10

Appendix

The Method of Assessment

Category	Score	Indicatore
Fairly perfect translation	86-90 (A)	Natural, almost not felt as translation, no mistake spelling, no disgressing structure, no terms mistake
Very good translation	76-85 (B)	none distorted meaning, none literal translation, no terms mistake, no spelling mistake.
Good translation	61-75 (C)	None distorted meaning, not more than 15% mistake of literal translation, not more than 15% mistake of idioms of the source text, using uncommon terms, mistake of spelling.
Hairly good translation	46-60 (D)	Not natural, not more than 25% of literal translation, not more than 25% mistake of idioms and structures, using uncommon terms
Bad translation	20-45 (E)	Absolutely not natural, relively more than 25% of literal translation, distorted meaning and using unsuitable terms more than 25% of the source text



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