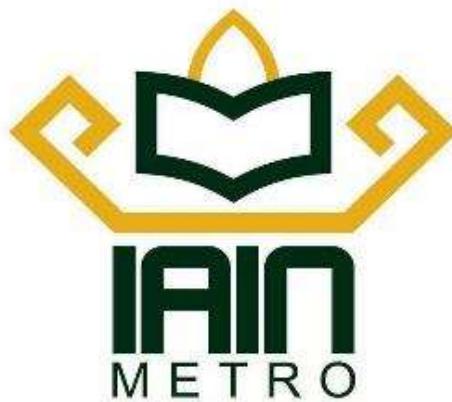# AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG

BY:

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019M

i

AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

BY:

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English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1441 H / 2019 M**

APPROVAL PAGE

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NOTIFICATION LETTER

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Appendix :
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             of Sindi Ega Wardani

To:
The Honorable of the Dean of Faculty of
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State Islamic Institute of (IAIN) Metro

Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is
written by:

Name   : Sindi Ega Wardani
Student Number : 1501070206
Department   : English Education
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Title   : **IMPROVING STUDENTS' TRANSLATION MASTERY**
                  BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT
                  THE ELEVENTH GRADERS OF SMA NEGERI 1
                  PUNGGUR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed
on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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NOTA DINAS

Number   :
Appendix : -
Matter   : Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
     Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Sindi Ega Wardani
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dosen Pembimbing I,

Metro,   Desember 2019
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RATIFICATION PAGE

No. B-4706/In.28.1/D/PP.00.9/12/2019

An Undergraduate thesis entitled: IMPROVING STUDENTS' TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG, written by Sindi Ega Wardani, student number 1501070206, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 26th December 2019 at 11.00 – 13.00 pm.

BOARD OF EXAMINERS:

Chairperson	: Dr. Dedi Irwansyah, M.Hum	(.................)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(.................)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.................)
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vi

IMPROVING STUDENTS' TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG

ABSTRACT

By:

SINDI EGA WARDANI

The purposed of this research showed that using descriptive equivalent strategy can improve the students' translation mastery and students' learning activities at the eleventh graders of SMA Negeri 1 Punggur in academic year 2019/2020.The writer had outlined the problem in this research that focused on translation mastery. It is related on the problem identification that the students have low motivation to learn English especially in translation, they got the difficulties to transfer the massage from the source language to target language, and they did not interested about the learning method in the class. They always feel bored in translation subject.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research was the students' translation mastery. In collecting the data, the writer use test, observation, documentation and field note. This research was conducted which an English teacher SMA Negeri 1 Punggur.

Finally, the data confirm that pre-test just 6% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test is 40. it can say that the result of pre-test is unsatisfactory. And, in post-test I there are 34% students that can fulfill MMC and the average score of the post-test is 59. Then, the resultin post-test II is75% students that can fulfil MMC with the average score is 76. It means that the use of descriptive equivalent strategy in translation can improve the students'translation masteryat the eleventh graders of SMA Negeri 1 Punggur in academic year 2019/2020.

Keywords: *Translation Mastery, Descriptive Equivalent Strategy, Classroom Action Research, SMA Negeri 1 Punggur*

MENINGKATKAN PENGUASAAN MENERJEMAH SISWA DENGAN MENGGUNAKAN STRATEGY DESCRIPTIVE EQUIVALENT PADA SISWA KELAS SEBELAS SMA NEGERI 1 PUNGGUR LAMPUNG TENGAH

ABSTRAK

Oleh:

SINDI EGA WARDANI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan descriptive equivalent strategy dapat meningkatkan penguasaan menerjemah dan aktifitas pembelajaran pada siswa kelas sebelas SMA Negeri 1 Punggur pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan penguasaan menerjemah. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi menerjemah, mereka mengalami kesulitan dalam mentrasfer pesan dari bahasa sumber ke bahasa sasaran, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi menerjemah bahasa Inggris.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah penguasaan menerjemah siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas sebelas SMA Negeri 1 Punggur.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 6% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 40. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post-test I adalah 34% siswa yang dapat memenuhi KKM dengan rata-rata 59. Kemudian, hasil post-test II adalah 75% siswa yang dapat memenuhi KKM dengan rata-rata 76. hal ini dapat disimpulkan bahwa penggunaan strategy descriptive Equivalent dalam menerjemah dapat meningkatkan kemampuan pemahaman siswa pada kelas XI SMA Negeri 1 Punggur tahun ajaran 2019/2020.

Kata Kunci : *Penguasaan Menerjemah, Strategi Descriptive Equivalent, Penelitian Tindakan Kelas, SMA Negeri 1 Punggur*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

    Name   : Sindi Ega Wardani

    NPM   : 1501070206

    Faculty   : Tarbiyah and Teacher Training Faculty

    Department   : English Education Departmen (TBI)

State that this undergraduate thesis is originally the result of the writer's research in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, December 17th 2019

The writer

Sindi Ega Wardani

Student Id. 1501070206

ix

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

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NPM   : 1501070206

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 17 Desember 2019

Penulis

Sindi Ega Wardani
NPM. 1501070206

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح,٦)

Indeed, with hardship(will be) ease.
(Al-insyirah, 6)

DEDICATION PAGES

This undergraduate thesis is especially dedicated to:

My beloved grandparents, Mr. Dimin and Mrs. Umiyah

who always support me by their endless love

My lovely "mom's" Dra. Ade Nani Suryani its for you mom, thanks

for your support and helps

My beloved family in SMA Negeri 1 Punggur who always support me

My beloved lectures of English Departement of State Institute for

Islamic of Metro, Lampung

My beloved almamater

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Praise to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "Improving Students' Translation Mastery By using Descriptive Equivalent Strategy at The Eleventh Graders of SMA Negeri 1 Punggur Central Lampung". Shalawat and salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world..

In this opportunities, the writer would like to express her sincere gratitude especially to

1. Ahmad Subhan Roza, M.Pd, as the Head of English Education Department of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this thesis.
2. Dr. Dedi Irwansyah, M.Hum, as the first advisor and Trisna Dinillah Harya, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
3. All lecturer of the English Education Department of IAIN Metro Lampung who gave given their thought and shared their experience to the writer.
4. Headmaster, teacher, staff of the SMA Negeri 1 Punggur who gives permission to the writer conduct the research in this school.
5. Ferdiana Dwi Parwati, Agus Prasetyo, Ririn Alfiana Inggit Pasdiqomah, Lilik Nurbaidah and all of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and critizens are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, December 2019
The Writer

SINDI EGA WARDANI
Student Number. 1501070206

TABLE OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER II THEORETICAL REVIEW

A. Translation Mastery

CHAPTER IVRESULT OF THE RESEARCH AND DISCUSSION

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIXES

CHAPTER 1
INTRODUCTION

A. Background of the Study

Translation is an operation performed on language as a process of substituting a text in one language for a text in another. Any theory of translation must draw upon a theory of language as a general linguistics theory. Translation is a significant part of English language teaching for a long time. Many English language teaching teachers and theorists now see the validity and grade of translation as an activity in communicative classroom although few course book writers offer ideas and materials for this area.

Furthermore, in terms of communicative competence, translation activities require accuracy, clarity and flexibility. It trains the reader to look for the most appropriate word to convey what is meant. Translation is by its nature a highly communicative activity. The challenge is to make sure that the content being communicated is relevant and that the people exploit all possibilities for communication during the activity.

Moreover, translation in group can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. Translation is a real-life, natural activity and increasingly necessary in a global environment. Many students live in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing

importance of online information. Teachers can focus on translation activities on highly specific learning aims, such as practicing of certain vocabulary, grammar points, styles and registers, etc. It also lends itself well to work with other tools such as e-mail and class web page.

Although translation has many benefits and can practice four skills of English language teaching, but the students still feel that translation is difficult. Commonly the students also have the problems in linguistics and non-linguistics problem. Because of linguistics problem such as vocabulary skill, the students feel that translation is difficult. Vocabulary skill is one of important thing in translation. If the students' vocabulary mastery is sufficient, they can arrange the meaning of sentence easily.

Beside vocabulary skill, the students usually have low motivation to translate the text. Being lazy is the most dominant factor in influencing students' translation quality. If in the first impression they see the paragraph that is very long, automatically in their minds it's difficult and lazy to do that. Commonly, the students tend to use 'Google Translate' when the teacher asks them to translate a text or something. They said that easy and practical. Beside of it their habit to use word by word translation makes the translation process is difficult. If they use word by word translation, automatically they arrange the meaning based on the meaning that they have and then they find the difficult because the meaning is ambiguity. Their habit after they find the difficulty they lazy to find another meaning in order the meaning is easy to understanding.

However, translation mastery is not easy in understanding by the students. There are so many problems in translation that often happen cause various problems that can include in linguistics and non-linguistics aspect. The problem in translation causes low linguistics skill included of vocabulary skill, low grammatical skill and the inability to get the meaning from the language context that needs.

In addition, the problems in translation are inability to transfer the meaning of message from the source language to target language, inability to get the meaning of massage that transfer, and low vocabulary skill that will make the students difficult to retransfer the massage from source language to target language.

The problems of translation mastery are caused by non-linguistics aspect that include of the use of less appropriate media. The use of less interest media influences the students' low motivation in translation process. The use of incorrect media will influence the learning process of translation boring, less straightness the influence of environment, low psychological aspect that include low translation mastery motivation, and low interest to translation.

In relation with the translation problem above, writer had found the translation problem in SMAN 1 Punggur at the eleventh graders based on the result of pre-survey. Pre-survey held on Friday, April5 2019. The ilustration the day of Pra-survey is on the following table.

Table 1. The Data of Students' Translation Mastery The eleventh grade at

SMA Negeri 1 Punggur

NO	STUDENTS' NAME	GRADE	CRITERIA
1	AP	85	Complete
2	AI	70	Incomplete
3	AP	60	Incomplete
4	AD	70	Incomplete
5	AJ	55	Incomplete
6	AN	81	Complete
7	AR	45	Incomplete
8	AY	65	Incomplete
9	AI	70	Incomplete
10	AP	60	Incomplete
11	AS	70	Incomplete
12	DS	70	Incomplete
13	DA	70	Incomplete
14	ER	80	Complete
15	FA	77	Complete
16	FE	50	Incomplete
17	JS	65	Incomplete
18	LA	70	Incomplete
19	MF	55	Incomplete
20	MO	45	Incomplete
21	MH	55	Incomplete
22	NN	60	Incomplete
23	NL	70	Incomplete
24	NA	45	Incomplete
25	RF	40	Incomplete
26	RE	60	Incomplete
27	RN	55	Incomplete
28	RI	70	Incomplete
29	RF	50	Incomplete
30	SS	60	Incomplete
31	SD	50	Incomplete
32	SF	60	Incomplete
33	SD	60	Incomplete
34	TR	60	Incomplete
35	TS	70	Incomplete
36	VH	50	Incomplete

Source : The pre-survey result of translation mastery conducted on April 5[th,] 2019

Distribution of translation grade of the eleventh graders at SMAN 1 Punggur have the clasification became a complete and incomplete based on the Minimum Mastery Criteria (MMC) of English subject in SMAN 1 Punggur is 77. The result of translation grade at SMAN 1 Punggur showing on the following table :

Table 2. The classification of translation masteryof eleventh grade at SMAN 1 Punggur

No	Grade	Number	Percentage	Criteria
1	$\geq$ KKM (77)	4 Students	12 %	Complete
2	< KKM (77)	32 Students	88 %	Incomplete

Based on the result of translation above, it is investigated that a big part of students at the eleventh grade at SMAN 1 Punggur have the low translation mastery. It shows with the total of the student that can't achieve Minimum Mastery Criteria (MMC) are 32 students. Meanwhile, the total of the student that can achieve the MMC there are only 4 students.

Based on the result, it means that the total of the student that can achieve MMC little bit more than the student that cannot achieve the students. Because of this it is concluded that students translation mastery at SMAN 1 Punggur is low.

The translation problem that happens by the students at eleventh grade in SMAN 1 Punggur cause of the limited vocabulary that they have. Beside this the student also have the low grammatical skill so they find the difficultnes when they translete massage from the SL to TL.

The students of the eleventh grade at SMAN 1 Punggur find the difficultness in catch the main message for SL to TL. Beside this the students also find the difficultness when the students try to transfer the important information from the SL to TL with the right grammatical.

The translation problems that happen in eleventh grade at SMAN 1 Punggur cause of the low motivation, low interesting and the translation habbit in english. The translation problem that happen by the students of the eleventh grade at SMAN 1 Punggur should be done with the application a right strategy.

Furthermore, to improve students' translation mastery, there should be an effort to implement a teaching strategy. One of the teaching strategies is descriptive equivalent strategy means to provide an explanation or give an account of the source language expression in the target language text. Descriptive equivalents are normallyused as footnotes, as they are too long to fit the target text. Functional equivalents would fare better[1].

Based on the explanation above, the writer want to hold the classroom action research in effort to improving students translation mastery at the eleventh grade at SMAN 1 Punggur with the implementation descriptive equivalent strategy.

Based on the problem above, the writer constructs the tittle of the proposal to be "Improving Students' Translation Mastery by Using

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[1]Chan Sin-wai. *The future of Translation Technology*. Routledge. 2017

Descriptive Equivalent Strategy at the eleventh graders of SMAN 1 Punggur Central Lampung".

B. Problem Identification

Based on background of the study, the writer has identified some problem in english learning that happen by the students eleventh graders at SMAN 1 Punggur there are :

1. The students have low vocabulary skill.

2. The students have low grammatical skill.

3. The students have the difficultnes in translation activity.

4. The students have the low motivation in translation.

5. The studets have insufficient translation mastery.

C. Problem Limitation

The problems that have been identifed are limited by writers by focusing only on the research problem of number 5 that is the insufficient translation mastery of class XI SMA Negeri 1 Punggur. Improving the students translation mastery will be done by applying the descriptive equivalent strategy. The effort to improve translation mastery is in the forms of the application of classroom action research entitled "IMPROVING STUDENTS' TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG."

D. Problem Formulation

Based on the problem that have been limited, the writers formulated the research problem as follows:

"Can the implementation of descriptive equivalent strategy improve the students' translation mastery and their learning activity at SMA Negeri 1 Punggur Central Lampung?"

E. Objectivite and Benefits of The Study

1. Objective of the study

   Based on the problem formulation, this study will be conducted with the aim to improve students' translation mastery using descriptive equivalent strategy and their learning activity among the eleventh graders at SMA Negeri 1 Punggur Central Lampung.

2. The research benefit of this research are expected to:

   a. For the students

      To give information for the students that descriptive equivalent strategy can help them in translation mastery.

   b. For the teacher

      To inform the teacher that descriptive equivalent strategy can using in teaching learning procces to help the student to improve their translation mastery.

c. For the school

The result of this research can be used as the information material and can contribute as a knowledge in teaching learnig procces esspecially in translation mastery.

F. Previous Research

This research will be conducted by considering some prior researches, Descriptive equivalent strategy is used to interpret a source language using a description of the concept that refers to the target language. The first prior research was carried out by Wulan Nur'azizah. The sample of her research is the English education students' of Indonesia University. The results show that the students employ several strategies in translating a political speech and the problem faced by them was complicated since political speech was contained sophisticated words and unfamiliar diction, therefore it was affecting the quality of the translation works[2].

This research has the similarities with the first prior research. The similarity is in the translation strategy in used. This research and the first prior research used the descriptive equivalent strategy to improve student translation mastery. The first prior research also had differences with this research, the first differences lies in the research sample. This research will involve the eleventh graders at SMA Negeri 1 Punggur as the research sample while the first prior research involve English education students of Indonesia

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[2] Wulan Nur'azizah, "An Analysis Of Students' Translation Works Of A Barack Obama's Political Speech," Journal of English and Education 2015, 137.

9

University. The next differences is the research method used, this research used classroom action research while the third prior research used descriptive qualitative method.

In addition, the second prior research was carried out by Budi Purnomo. The research was conducted in Surakarta and Yogyakarta Royal palace. The result of the research is descriptive equivalent strategy is one of the strategy that can apply to give explanation to the tourist because more easily to understand[3].

This research has the similarities and differences with the second prior research. The similarity between this study and the second prior research is the translation strategy used. The translation strategy in the second prior research and this study are descriptive equivalent strategy. The difference between the second prior research and this study are the difference in the sample. The sample from the second prior research is the tourist in Surakarta and Yogyakarta Royal Place while the sample of this study is the eleventh grade at SMA Negeri 1 Punggur with the total number of 36 Students.

Moreover, the third prior research was carried out by Dwi Nitisari. The sample of her research is two novel which are *Ronggeng Dukuh Paruk* by Ahmad Tohari and the English translation version *dancer* by Rene T.A Lysloff. The result of her research is descriptive equivalent is one of the

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[3] Budi Purnomo, "More Than Words: Strategies Used By Indonesian Tourist Guides To Interpret Cultural Terms In Surakarta And Yogyakarta Royal Palaces," ELLiC (2017): 375

commonest technique of translation, which is used by the translator in translating the cultural words[4].

This research has the similarities with the third prior research. The similarity is in the translation strategy used descriptive equivalent strategy in translation process. The third prior research also had differences with this research, the first differences lies in the research sample. This research will involve the eleventh graders at SMA Negeri 1 Punggur as the research sample while the third prior research involve two novel as the research sample. The next differences is the research method used, this research used classroom action research while the third prior research used descriptive qualitative.

The next there is the fourth prior research was carried out by Shekoufeh Daghoughi & Mahmood Hashemian. The sample of the research is English translation of Jalal Al-Ahmad's *By the Pen* by Ghanoonparvar. The results showed that functional equivalent was the most frequently used strategy, and modulation and paraphrase were the least frequently used ones. Findings have pedagogical implications for translation students and literary translators[5].

This research has the similarities with the fourth prior research. The similarity is in the translation strategy in used. This research and the fourth prior is used translation strategy by Newmark especially descriptive equivalent strategy. The fourth prior research also has the differences with

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[4] Dwi Nitisari, "The Translation Strategies Of Cultural Words In Ahmad Tohari's Dancer," UG Jurnal Vol. 10 No. 03 Tahun 2016, 07

[5] Shekoufeh Daghoughi, "Analysis Of Culture-Specific Items And Translation Strategies Applied In Translating Jalal Al-Ahmad's *By The Pen,"* English Language Teaching; Vol. 9, No. 4; 2016, 175

this research, the first differences lies in the research sample. This research will involve the eleventh graders at SMA Negeri 1 Punggur as the research sample while the third prior research involve English translation of Jalal Al-Ahmad's *By the Pen* by Ghanoonparvar. The next differences is the research method used, this research used classroom action research while the third prior researchwas applied library research and a descriptive-interpretive analysis of the ST and the TT.

The last prior research was carried out by Rohdearni Wati Sipayung. The sample of her research is the text of the makhioui ceremony on simalungun traditional wedding feast. The result of the researh is the translation procedure that occurs from the descriptive translation, transposition, footnote and modulation procedure[6].

This research has the similarities with the last prior research. The similarity is in the translation strategy in used. This research and the last prior research used the descriptive equivalent strategy as one of the strategy to collect the data. The last prior research also has the differences with this research, the first differences lies in the research sample. This research will involve the eleventh graders at SMA Negeri 1 Punggur as the research sample while the last prior research involve the text of the makhioui ceremony on simalungun traditional wedding feast. The next differences is the research method used, this research used classroom action research while the third prior researchwas applied translation procedure.

[6]Rohdaerni Wati Sipayung, "Couplet Translation Procedure On Makhioui Wedding Ceremoy In Simalungun, Medan Indonesia," International Journal of English Language Teaching; vol.5, agustus 2017, 73.

From all of the prior research above, it is concluded that descriptive equivalent have the significan influence to improve translation mastery. So the writer will held the classroomm action research to improve students translation mastery.

CHAPTER II
THEORETICAL REVIEW

A. Translation Mastery

1. The Concept of Translation Mastery

Translation is activity to producing new text between two different written language from the original source text to original target text.[1] The translator tries to send the message to the target language by following the grammatical unsure of target language without change the meaning of the source text

Translation is the process to change both spoken and written text from the one language to another language.[2] The translator transfers the meaning from the spoken or written text in other language in order to the reader can get the message.

In addition, translation is an activity to communicate the meaning from the source language to the target language.[3] The translator tries to transfer the meaning with a communication inter lingual not only by written.

Therefore, it can be concluded that translation is process to producing the text from source language to target language that has the purpose to transfer the meaning of language.

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[1]Roman, Jakobson, *on linguistics aspect of translation,* 1959/2000: 114

[2] Saba Arjomandi, "A Review on Translation Strategies of 'Little Prince' by Ahmad Shamlou and Abolhasan Najafi," International Journal of English Language & Translation Studies Volume: 04 July-September, 2016, 60

[3]Mohamed Ali Elsiddig Ibrahim, "Factors Influencing the Quality of Translation," International Journal of Advanced Educational Research Volume 2; Issue 5; September 2017; 169

Mastery is an ability and knowledge to doing something well but only in particular subject or activity.[4] It means that someone with grammatical mastery it does not mean that someone well in speaking, because mastery has the particular content.

Mastery is easy able to be achieved in certain level of understanding and ability of particular content.[5] It means that someone can apply what has been mastered in simply step. In addition, mastery is ability to comprehend the knowledge or apply great skill, but only in particular subject or activity.[6] Therefore, it can be concluded that mastery is comprehension about knowledge, ability, and skill in particular subject or activity that can do in simply reaching.

Based on the quotation above, it is concluded that translation mastery is ability to understanding and transferring the meaning from the source language to target language used vocabulary experiences and grammatical knowledge with the simply step.

2. The Importance of Translation Mastery

The translation provides some great benefits for the students for :

1) Translation has the benefit to improve students verbal ability because the students practice their ability to explain the meaning from one language to another language by the spoken.

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[4]Thomas R. guskey, Eric. M. Anderman. In Search of a Useful Definition of Mastery. Educational Leadership. December 2013/January 2014 | Volume 71 | Number 4, Getting Students to Mastery | Pages 18-23

[5]*Ibid., 3*

[6]Dhanu Rahmat. A descriptive Study of Vocabulary Mastery at the Eight Graders of Mental Retardation Students of SMPLB YKAB Boyolali in the Academic Year 2015/2016. IAIN Surakarta 2017

2) Translation mastery can expand students' vocabulary mastery because the students try to find out the meaning by learn new vocabulary.

3) Translation mastery can develop students' style in grammatical, because by find out the meaning automatically students also learn the grammatical structure from the source language to get the equivalent meaning in the target language.

4) Translation mastery can improve the students' understanding ability of how the language work in transfer the meaning or give the information from the source language to target language.

5) Translation mastery is able to consolidate the students' understanding about the use of structure from the source language in order to the students be able to find the meaning easily by the structure of the text from the source language.

6) Translation mastery is used to monitor the students' comprehension to translate the text and how far the students improve to find out the meaning from the one language to another language[7].

Translation is one of important skills in English Language Teaching because translation is a process to find the meaning and understanding another language both spoken and written. With the translation the students' be able to learn the culture from the other

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[7]Aditya Kumar Panda. *Translation as a Part of School Curriculum in Learning English Language.*Journal lof Language and Literature 12(2) April 2018

country, learn the situation, and habit other country. Because of it, translation should become one of basic skills in English besides listening, reading, speaking and writing.

3. **The Problems in Translation Mastery**

Sometime teaching translation also finds the difficulty and problem. There are two main categories of problems in translation mastery, as follows:

a. The first problem in translation is lexical problem. It occurs because not all of the languages can substitute with the word in another language when the word is referring same concepts or object. It means that sometime the translator has to find out the words which have the close meaning with the intended word.

b. The second problem in translation is syntactic. It occurs because between two languages have different grammatical structure and structural organization of text. The diversification sometime makes the process of translating a real challenge because the translator has to find the close meaning in target language.[8]

4. **The Process of Translation Mastery**

The process of translation is an activity transfer a meaning from the source language to target language that was done by the translator. The process of translation consist of three steps are follow:

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[8]Wulan Nur'azizah. *An Analysis Of Students' Translation Works Of A Barack Obama's Political Speech.* Journal of English and Education 2015, 3(1), 134-144. p. 138

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┌─────────────────┐                    ┌─────────────────┐
│  SL TEXT FORM   │                    │  TL TEXT FORM   │
└─────────────────┘                    └─────────────────┘
         │                                      ▲
         │ Analysis                             │ Reconstructions
         ▼                                      │
┌─────────────────┐    Transfer       ┌─────────────────┐
│    SL TEXT      │  ═══>    ═══>      │    TL TEXT      │
│    CONTENT      │                   │    CONTENT      │
└─────────────────┘                   └─────────────────┘
```
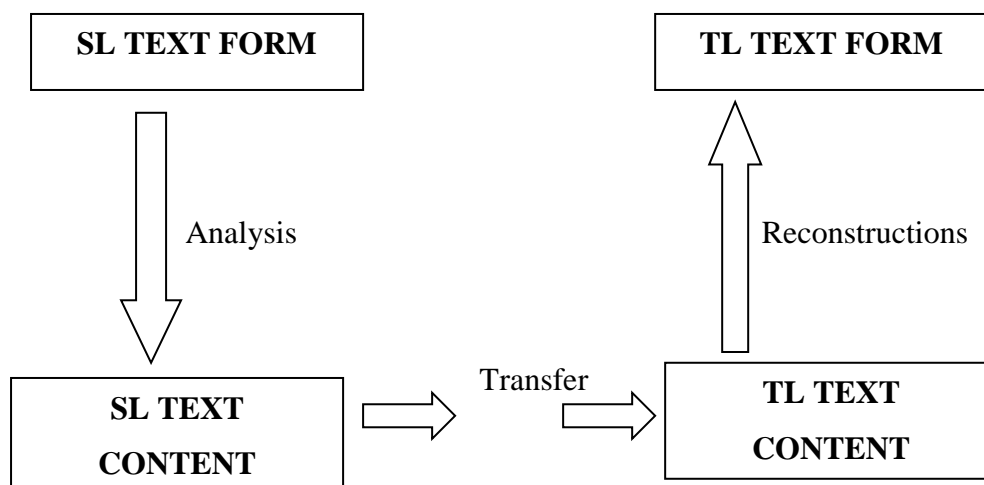
Figure 1. Nida and Taber Model

1) An analysis of source language text

   The first step in translation activity starts by analyzing the source

   language text. The analysis of source language text covers several

   aspect like word, sentence, clause, and phrases. The aim of the

   analysis activity is to help the translator to change the complex

   sentence into simple sentence.

2) The transference of massage

   After the translator can understand the massage and the structure of

   the source language, the next steps is to transfer the meaning of the

   massage of the source language to the target language.

3) Restructuration

   The last step of translation is the process to transforming the source

   language massage into a proper stylist form in the target language.

   In this step is very important the translator to know the language

style in order to fix the language style is appropriate with the text type.[9]

5. Translation Mastery Measurement

In this research, the writer used a translating an analytical exposition text as instrument of the data and will use writing test as instrument of collecting data. In this research the data are taken from the source by translating analytical exposition text in English and the students' will translate to Indonesia, the form of the test can be used written. The result of the students translation mastery it can be seen based on the criteria on following table:

Table 3. Working draft for rubric to assess translation

Source text meaning

5	T contains elements that reflect a detailed and nuanced understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is masterfully communicated in the T.
4	T contains elements that reflect a complete understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is proficiently communicated in the T.
3	T contains elements that reflect a general understanding of the major and most minor themes of the ST and the manner in which they are presented in the ST. There may be evidence of occasional errors in interpretation but the overall meaning of the ST appropriately communicated in the T.
2	T contains elements that reflect a flawed understanding of major and or several minor themes of the ST and/or the manner in which they are presented in the ST. There is evidence of errors in interpretation that lead to the meaning of the ST not being fully communicated in the T.
1	T shows consistent and major misunderstandings of the ST meaning.

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[9]Gusti yessy, Erika Sinambela. *An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan.* The Episteme Journal of English Literature and Linguistics Vol 4 no 2 January 2018. p. 7

Grammar and Mechanics (addresses micro-linguistic sub-component)

5	T shows a masterful control of TL grammar, spelling, and punctuation. Very few or no errors.
4	T shows a proficient control of TL grammar, spelling, and punctuation. Occasional minor errors.
3	T shows a weak control of TL grammar, spelling, and punctuation. T has frequent minor errors.
2	T shows some lack of control of TL grammar, spelling and punctuation. T is compromised by numerous errors.
1	T shows lack of control of TL grammar, spelling and punctuation. Serious and frequent errors exist.

Translation Skill (addresses strategic sub-component)

5	T demonstrates able and creative solutions to translation problems. Skillful use of resource materials is evident.
4	T demonstrates consistent ability in identifying and overcoming translation problems. No major errors and very few minor errors are evident. No obvious errors in the use of resource materials are evident.
3	T demonstrates a general ability to identify and overcome translation problems. However. a major translation error and/or an accumulation of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials may be reflected in the TT.
2	T demonstrates some trouble in identifying and/or overcoming translation problems. Several major translation errors and/or a large number of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials is reflected in the TT.
1	T demonstrates some trouble in identifying and/or overcoming translation problems. Several major translation errors and/or a large number of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials is reflected in the TT.

To know the score who students complete and incomplete, the formula of to find out the percentage score is:

$$P = \frac{R}{N} \text{ X } 100$$

Where :

P= The percentage of students who are complete

R= The number of students are complete

N= Total number of student[10]

B. Descriptive Equivalent Strategy

1. The Concept of Descriptive Equivalent Strategy

Descriptive equivalent is a general methodological precept to language description about all of the kinds of idea.[11] It means that all of the idea which describes about one language to another language is descriptive equivalent. Cause descriptive equivalent is not only about meaning of language but also the description of the meaning.

Descriptive Equivalent means to describe the language expression from the source language to target language.[12] Beside find the meaning describe the language expression is the main purpose of the descriptive equivalent.

In addition, descriptive equivalent is the process to substitutes the meaning from the original text in another written language with the similar meaning.[13] It means that the translator adapt the meaning of the original text without change the grammatical from the original text itself, but the translator find out the closer meaning in order to the text coherent and equivalent.

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[10]*Ibid.* p. 14

[11] William. S. Cooper, *Foundations of Logico-Linguistics.* D. Reidel Publishing Company,1978

[12]Chan sin wai. *The Future of Translation Technology Towards a World without Babel.* Routledge. 2017

[13]Carole-Anne Upton. *Moving Target Theatre Translation and Cultural Relocation.* Routledge. 2014

Based on definition above, it is concluded that descriptive equivalent is a process to explain or transfer the meaning from the source language to target language with giving the description from the text itself.

2. **The Benefit of Descriptive Equivalent Strategy**

The descriptive equivalent strategy provides some great benefits for the students for :

a. Train the students to more thorough to find out the equivalent word that appropriate to the target language.[14] It means that after the students read the text the students can determine the main word of the text and then find the meaning of the text that related with the main word.

b. Descriptive equivalent strategy helps the student to describe the specific culture from the text of source language.[15] It means that after read the text the student have to find the specific culture from the word of the text and then describe the word to find related meaning of the target language.

c. Descriptive equivalent strategy trains the students to give an account of the source language expression in the target language text.[16] It means that beside find the meaning of source language,

[14]Budi Purnomo, "More Than Words: Strategies Used By Indonesian Tourist Guides To Interpret Cultural Terms In Surakarta And Yogyakarta Royal Palaces," ELLiC (2017): 375

[15]Dhini Aulia. "The Application of Translation Strategies to Cope With EquivalenceProblems in Translating Texts", journal polingua. ISSN : 2252 - 4797 Volume 1 - Tahun 2012

[16]Chan Sin-wai. *The future of Translation Technology*. (New York :Routledge, 2017), 94

the students also know the language expression that refers to target language.

3. The Implementation of Descriptive Equivalent Strategy

There are some steps to implementation descriptive equivalent strategy in class[17], as follow :

a. The students paraphrase the sentences of Source Language.

b. The students try to write possible translations for each sentence of Source Language to Target Language

c. The students Look up the word of Target Language in the Dictionary used in the same contexts as Source Language.

d. The teacher provides some examples of Target Language used in an Indonesian text.

e. The students translate Source Language into Target Language.

C. Action Hypothesis

Action hypothesis of this research is outline as follow "the implementation of descriptive equivalent strategy is able to improve students' translation mastery and learning activity at the SMAN 1 Punggur Central Lampung."

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[17]Allíson Beeby Lonsdale. *Teaching Translation from Spanish to English: Worlds beyond Words*. (Canadá: University of Ottawa Press, 1996), p.120

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Descriptive Equivalent Strategy that will be implemented to increase the students' translation mastery in easy way. This strategy is useful to make their translation mastery is excellent to translate a text.

The dependent variable of this research is translation as one of the skills that has to be mastered by the students in order to be able to understanding text and answer the question from the text easily.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, Variable can be defined as the tools of a person or a subject which varies from object to object.[1] The definition an operational can be defined as an activity or operation we need to perform to measure a concept or variable.[2]

Based on the statement, the definition operational of the variable in this research are:

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[1]John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.
[2] Allen Rubin & Earl R Babie, *Esential research Method for Social Work, (* Engaged Learning: Boston ,2010), p.70.

a. Dependent Variable

Dependent variable is a main variable that was measured in this reseacrh. It means that the variable can be improved by giving an treatment by an independent variable.[3] The dependent variable of this research is students' translation mastery that focuses on the students' ability.

To measure translation mastery of students, the writer took translation test by giving the essay test. The students will translate a analitical exposition text. It is a simple test as a sample to know about the students translation mastery.

The indicators of a translation test in this variable are:

1) The students are good in translation mastery. The students are able to understand the meaning of the text.

2) The students are able to translate analytical exposition text with right gramatical.

3) The students are able to translate analitical exposition text by using good steps in translation.

b. The Independent Variable

The Independent variable is variable that the writer suspects may relate to or improve the dependent variable.[4] It means that dependent variable is depends on the independent variable.

[3]Ibid, p.63
[4]Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic,*(USA: Heinle Publisher, 1991), p.64

This variable was measured by observation. To observe this variable the writer was used observation sheet. The measurement of this variable is 1- 5 score. The indicators of this variable are:

1) The students show good respond to learn translation using Descriptive Equivalent Strategy.

2) The students have more concentration to translate the analytical exposition text in Indonesia.

B. The Research Setting

The writer was conducted Classroom Action research (CAR) at SMAN 1 Punggur Central Lampung. The object of this research is the students' translation mastery at XI IPA 1 of SMAN 1 Punggur, consists of 36 students. The school was built at 2003 and located at Jl. Raya Nunggalrejo Kecamatan Punggur.

C. The Subject of the Research

This research is Classroom Action Research (CAR). The subject of this action research is the students of XI IPA 1 at SMAN 1 Punggur. SMAN 1 Punggur, it has 862 students and 70 teachers.

The teacher chose one of his classes that the students had a lower average score in translation. Based on the teacher's experience during teaching and learning activities in translation of English subject, the teacher indicated that the students are difficult lack in vocabularies for

translate a sentences in paragraph, exactly the Descriptive Equivalent strategy is the problem solution for making the students better.

Table 4. Total students of the eleventh grade SMAN 1 Punggur

No	Grade	Gender		Total
		Male	Female	
1	XI IPA 1	7	29	36

D. Research Procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

Classroom action research is systematical effort that is done by the teacher to gather the information about teaching learning process then find out the problem that got by the students to fix it.[5] It means that in teaching learning process be side inform the topic the teacher also find out the problem that experienced by the student then fix it with the right strategy.

Action research is a step that is done by the teacher to identify the problem in the class and find the solution is a specific content.[6] In the other words, the teacher only focuses on the certain problem and finds the solution of the problem.

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[5]John W. Creswell. *Educational research : planning, conducting, and evaluating quantitative and qualitative research 4th edition*. 2012.University of Nebraska–Lincoln. 22

[6]David Nunan. *Research Method in Language Learning* (Cambridge: Cambridge University Press, 1992), p. 18.

In addition, action research is the systematical measure to collection the information that needs to bring about social change.[7] It means that this action designed to focus on type collection of information and find out the right strategy to create the social change.

Based on the quotation above, it is concluded that classroom action research is systematical action to identify the problem that experienced by the students, focus to collection the information and find the solution to fix the problem. The systematical action also designed to improve the skill and comprehension of the students about specific content.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt Lewin as follows:
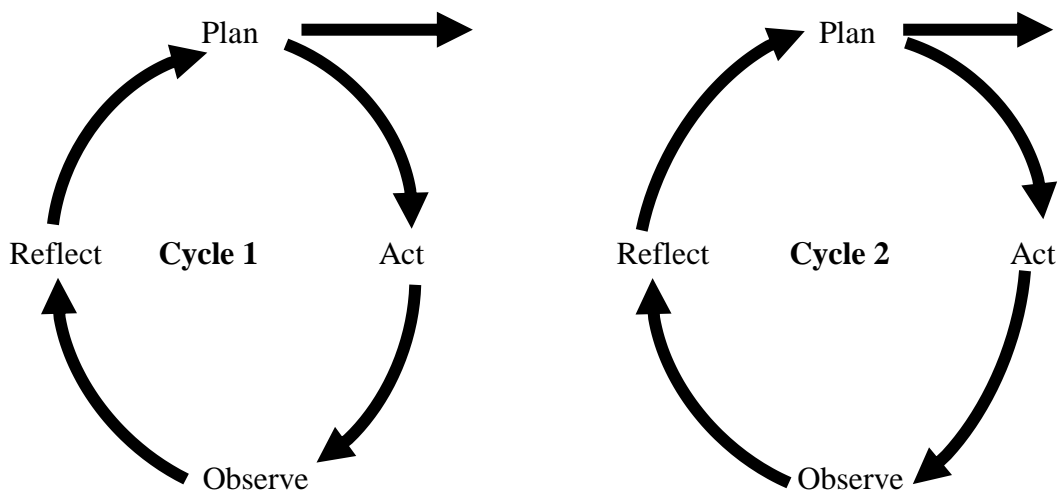
Figure 2. Kurt Lewin's Action Research Design[8]
(Adapted from Jean McNiff, 2002)

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[7] Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30

[8]*Ibid.* p. 41

CAR was applied in this research since it is regarded important to develop translation mastery of the eleventh grader of SMA N 1 Punggur by Descriptive Equivalent strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of translation mastery.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer will collaborate with the real English teacher of SMAN 1 Punggur as an observer and collaborator. The writer will play a role as an English teacher who teaches translation mastery trough descriptive equivalent strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer will also collect and will analize data together with the teacher to know the result of their student writing result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Procedure of Cycle 1**

   a. **Planning**

   After interviewing, observing and conducting test before CAR. The teacher and the writer made instruments, as follows:

   1) The writer prepared the lesson plan based on the 2013 curriculum and English syllabus.

   2) The writer prepared the observational note and guidelines

   3) The writer prepared the instrument of written tests before and after CAR.

   b. **Acting**

   In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducted some activities in the class as follows:

   1) **Pre-Teaching**

   a) The writer started the lesson by greeting to the students.

   b) The writer and students prayed together.

   c) The writer checking students' attendance list.

   d) The writer informs to the students about the competence, the indicator and the objectives that should be achieve.

   2) **Whilst Teaching**

   a) The writer explains the descriptive equivalent strategy to the students about how to apply descriptive equivalent strategy in translation activity.

b) The writer gave the material and facilities in the form of analytical exposition text topics and the steps of how to translate the analytical exposition text to the students during the discussion by applying descriptive equivalent strategy, as follows:

    (1) The students understanding each sentence of Source Language

    (2) The students try to write the possible translation of each sentence of Source Language

    (3) The students Look Up the word of Target Language in the dictionary

    (4) The teacher provides some example of Target Language used in Indonesian Language

    (5) The students translate Source Language to Target Language

c) The writer affirms students' translation mastery by checking their understanding.

d) After the students became more proficient in using this strategy, gradually the writer transfers the responsibilities to the students to lead the discussion by applying this strategy.

3) Post-Teaching

a) The writer gave a conclusion about analitycal exposition text.

b) The writer closed the class.

c. Observing

In this phase, the writer conducted some activities as follows:

1) The real teacher observed teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) The writer identified the students' achievement in learning translation mastery by giving the test after CAR in cycle 1.

3) The writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the writer and teacher have some activities as follows:

1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the writer prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Procedure of Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer made instruments, as follows:

1) The writer prepared the lesson plan based on the 2013 curriculum and English syllabus.

2) The writer prepared the observational note and guidelines

3) The writer prepared the instrument of written tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducted some activities in the class as follows:

1) Pre-Teaching

a) The writer started the lesson by greeting to the students.

b) The writer and students prayed together.

c) The writer checking students' attendance list.

d) The writer informs to the students about the competence, the indicator and the objectives that should be achieve.

2) Whilst Teaching

a) The writer explains the descriptive equivalent strategy to the students about how to apply descriptive equivalent strategy in translation activity.

b) The writer gave the material and facilities in the form of analytical exposition text topics and the steps of how to translate the analytical exposition text to the students during the discussion by applying descriptive equivalent strategy, as follows:

(1) The students understanding each sentence of Source Language

(2) The students try to write the possible translation of each sentence of Source Language

(3) The students Look Up the word of Target Language in the dictionary

(4) The teacher provides some example of Target Language used in Indonesian Language

(5) The students translate Source Language to Target Language

c) The writer affirms students' translation mastery by checking their understanding.

d) After the students became more proficient in using this strategy, gradually the writer transfers the responsibilities to the students to lead the discussion by applying this strategy.

2) Post-Teaching

a) The writer gave a conclusion about analytical exposition text.

b) The writer closed the class.

c. **Observing**

1) The real teacher observed of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are gave the test after CAR in cycle 2.

3) The writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle2.

d. **Reflecting**

1) The writer and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in translation and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) And then, the writer and the teacher made an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. The Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The writer used observation dealing with the qualitative data. On the other side, the writer uses the students' final result score of translation as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. **Test**

    The writer used test to get data result of the students' translation mastery. The result of this test is students' translation score based on the media applied. The aim of this test is to measure the students' translation mastery. The tests consist of the some types, as follows:

    a. Pre-test

        The pre-test was conducted before implementing *descriptive equivalent strategy* in preparations study. Pre-test of this research would in the form of essay test that ask the students to translate an analitycal exposition text in Indonesian.

    b. Post-test

        The post-test is implemented after using *Descriptive Equivalent Strategy* in teaching translation mastery. Post-test of this research would in the form of essay test that ask the students to translate analytical exposition text in Indonesian.

2. **Observation**

    Observation is the systematical activity to collect the information to know about the condition, habit or behavior of the object

that observes.[9] It means that observation is data collection strategy used to determine the next step that have to do.

In this case, the writer observed the students directly in the classroom and gets the description about students' learning activity in learning translation process that consists of as follows:

a. The students' activeness in paying attention to the teacher's explanation

b. The students' activeness in giving and asking the questions

c. The students' activeness in answering the teacher's questions.

d. The students' activeness in doing the translation assignment.

The real teacher also observed the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is took based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. **Documentation**

Documentation refers to particular information of individuals, as with school records and reports about pupils that concise on the

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[9]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p. 58.

physical state of school.[10] It means that documentation is the information in form of note report.

The writer used the documentation method to get some information about:

a. The history of SMAN 1 Punggur.

b. The condition teachers and officials employes in SMAN 1 Punggur.

c. The quantity of the students of SMAN 1 Punggur.

d. Organization structure of SMAN 1 Punggur.

e. Writing worksheet, course overviews and classroom materials of the students at SMAN 1 Punggur.

4. Field Note

In this research, the writer used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer will took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Translation test

To identify the students' translation mastery of the eleventh grade of SMAN 1 Punggur, the writer applyed translation test. The test is

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[10]*Ibid* p. 273

measuring the ability of the students about the topic on translation subject.

The test consists of pre-test and post-test, of this research would be in the form of essay text that asks the students to translate an analytical exposition text in Indonesian.

2. Observation sheet

In order to observe the learning activity and each cycle, the writer will used observation sheet. It deals with learning activity such as:

a. Interaction with classmate

b. Frequency of student-initiated response

c. Grammatical features students verbal or nonverbal response to the material, types of activity, and teaching style.[11]

G. Data Analysis Technique

Data analysis conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula[12]:

$$\overline{X} = \frac{\sum X}{N}$$

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[11]H. DouglasBrown, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

[12] Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

Notes:

$\overline{X}$: Mean

$\sum X$: The total number of the students' score

N : Number of the students'

Moreover, to know the result the writer will compared between pre-test and post-test. The result will be matched by Minimum Mastery Criteria (MMC) in this school at least 77. If from cycle 1, there are some students not successful, so the writer conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows: [13]

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

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 70% of the students get minimal score 77 and 70% of the students who active in learning activities.

[13]*Ibid*

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Research Result

1. The Description of SMA Negeri 1 Punggur

This research was conducted at SMA Negeri 1 Punggur, which is located on Jl. Raya Nunggalrejo, Punggur, Central Lampung. The vision of SMA Negeri 1 Punggur is God-fearing, educated, and virtuous. This school mission include: first, molding the students who have fearing against God. Second, creating learning activities that are innovative, creative and fun. Third, molding students who have knowledge and skills. Last, developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

2. The Condition of Teacher and Official Employers at SMAN 1 Punggur Central Lampung in Academic Year 2019/2020

Condition of teachers and official employers in SMA N 1 Punggur Central Lampung, the numbers of teachers and official employers in SMA N 1 Punggur Central Lampung could be identified as follows:
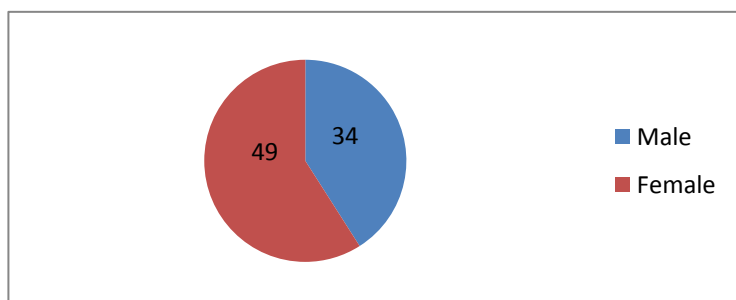
Figure 3. The Gender of Teachers and Official Employers
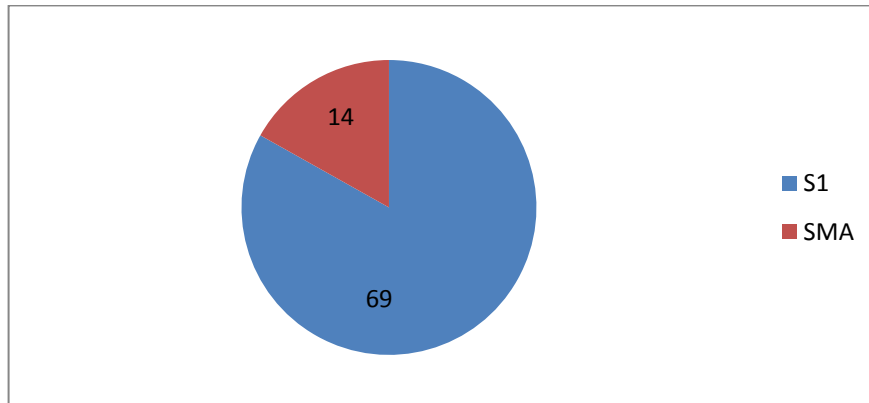
Figure 4. The Condition of Teachers and Official Employers

Based on Figure 3 and 4 above, it can be seen that there are 83 teachers and employers in SMA Negeri 1 Punggur. There were 34 male and 49 female.

3. **The Total of the Students of SMA N 1 Punggur Central Lampung in Academic Year 2019/2020**

Total of the students at SMA N 1 Punggur can be seen in the figure bellow:
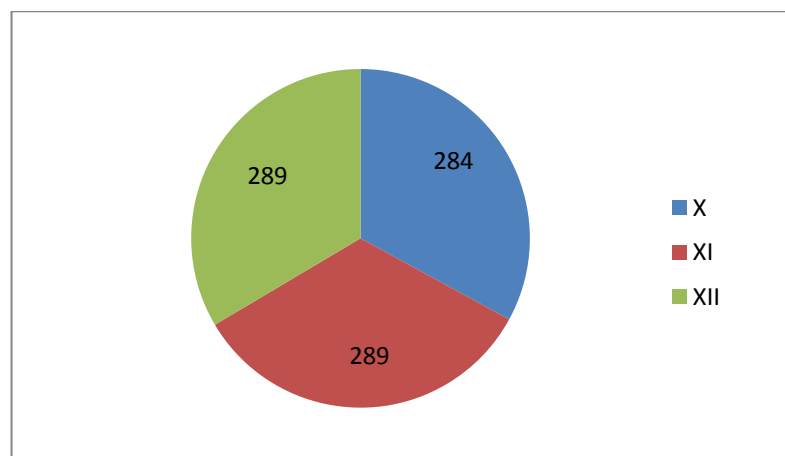
Figure.5 The Students Quantity of SMA N 1 Punggur Central Lampung

Based on the chart above, it can be seen that there are 862 students. It divided into some classes. In class X there are 284 students, in class XI there are 289 students, and in class XII there are 289 students.

B. Description of the Research

In this research before the process of cycle I, the writer conducted the pre-test on Friday, October 25[th], 2019 at 10.00 until 11.30. the result of students' pre-test score can be seen on the table as follow:

Table 5. Students' Pre-test score

No.	Students' Name	Score	Category
1.	AP	80	COMPLETE
2.	AI	27	INCOMPLETE
3.	AP	27	INCOMPLETE
4.	AD	54	INCOMPLETE
5.	AJ	27	INCOMPLETE
6.	AN	54	INCOMPLETE
7.	AR	20	INCOMPLETE
8.	AY	27	INCOMPLETE
9.	AI	20	INCOMPLETE
10.	AP	27	INCOMPLETE
11.	AS	27	INCOMPLETE
12.	DS	27	INCOMPLETE
13.	DA	46	INCOMPLETE
14.	ER	86	COMPLETE
15.	FA	40	INCOMPLETE
16.	FE	27	INCOMPLETE
17.	JS	40	INCOMPLETE
18.	LA	20	INCOMPLETE
19.	MF	27	INCOMPLETE
20.	MO	46	INCOMPLETE
21.	MH	46	INCOMPLETE
22.	NN	40	INCOMPLETE
23.	NL	60	INCOMPLETE
24.	NA	27	INCOMPLETE
25.	RF	27	INCOMPLETE
26	RE	33	INCOMPLETE
27	RN	46	INCOMPLETE
28	RI	27	INCOMPLETE
29	RF	53	INCOMPLETE
30	SS	47	INCOMPLETE
31	SD	67	INCOMPLETE
32	SF	67	INCOMPLETE
33	SD	73	INCOMPLETE
34	TR	33	INCOMPLETE
35	TS	46	INCOMPLETE
36	VH	20	INCOMPLETE
Total all of students' grade		1461	
Total all of the students (n)		36	
The highestgrade		86	
The lowestgrade		20	
Average		40	

Table 6.Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	>77	2	6 %	Complete
2	< 77	34	94%	Incomplete
	Total	36	100 %	
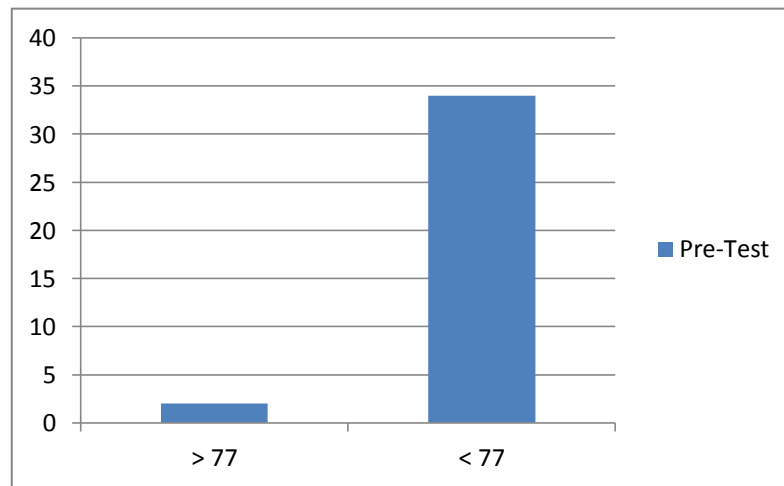
Figure 6. The Percentage of the Students' Completeness Score on Pre-test

Based on the data above, it could be inferred that 34 students (94%) were not successful and 2 other students (6%) were successful. The successful students were those who got the minimum mastery criteria at SMA Negeri 1 Punggur at least 77. The successful students were fewer than those unsuccessful students. From the pre-test result, the writer got the average of 40 so the result was unsatisfied. Therefore, the writer used Descriptive Equivalent strategy to improve the students' translation mastery.

1. **Cycle I**

a. **Planning**

In the planning stage, the writer and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The writer also planned to give evaluation to measure the students' mastery on the given materials.

b. **Acting**

1) The first meeting

The first meeting was conducted on Monday, 28[th] October 2019 at 07.15 until 08.45 and followed by 36 students. The writer opened the lesson by greeting, cheking the attendence list and motivating the students. After that the writer explained what they were going to learn and what to be reach.

The writer explained that the used text in the teaching learning was organized in the analytical exposition form. The generic structure included tittle-introduction-body-conclusion. The purpose of the text is to persuade your audience to look at an issue with your perspective.

Next, the writer gave the students analytical exposition text about global warming and asked the students to read and translate the text. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and look up the dictionary to find

the meaning about the keyword that they underline. When the time was up, the writer called the name one of students than were standing up. The writer gave the same question for all students who had the name and they answered it.

2) The second meeting

The second meeting was conducted on Friday, November 01st 2018 at 10.00 until 11.30. for 2x45 minutes after the students given the action. The writer began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the second meeting, the writer asked the students to read an analytical exposition text about buy mobile phone. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and look up the dictionary to find the meaning about the keyword that they underline. When the time was up, the writer called the name one of students than were standing up. The writer gave the same question for all students who had the name and they answered it.

3) Post Test I

The third meeting was conducted on November 04th, 2019. This meeting used to post test I after the students given action. The meeting started by greeting, praying and cheeking the attendence list, and asking the students condition. Then, the writer gave post test to the students to translate an analytical exposition text with the title Corruption and Indonesian Culture.

In the post- test I the result of the students' test was better than the students pre test before giving treatment. In this sesion the writer got the result of the students' pos-test I in cycle I. The result can be seen as follow:

Table 7. The Students' Post-test 1 score

No.	Students' Name	Score	Category
1.	AP	87	COMPLETE
2.	AI	27	INCOMPLETE
3.	AP	40	INCOMPLETE
4.	AD	34	INCOMPLETE
5.	AJ	47	INCOMPLETE
6.	AN	80	COMPLETE
7.	AR	60	INCOMPLETE
8.	AY	54	INCOMPLETE
9.	AI	40	INCOMPLETE
10.	AP	80	COMPLETE
11.	AS	40	INCOMPLETE
12.	DS	34	INCOMPLETE
13.	DA	60	INCOMPLETE
14.	ER	94	COMPLETE
15.	FA	80	COMPLETE
16.	FE	47	INCOMPLETE
17.	JS	40	INCOMPLETE
18.	LA	60	INCOMPLETE
19.	MF	60	INCOMPLETE
20.	MO	54	INCOMPLETE
21.	MH	60	INCOMPLETE
22.	NN	87	COMPLETE
23.	NL	80	COMPLETE
24.	NA	47	INCOMPLETE
25.	RF	34	INCOMPLETE
26.	RE	47	INCOMPLETE
27.	RN	80	COMPLETE
28.	RI	80	COMPLETE
29.	RF	60	INCOMPLETE
30.	SS	47	INCOMPLETE
31	SD	54	INCOMPLETE
32	SF	80	COMPLETE
33	SD	80	COMPLETE
34	TR	47	INCOMPLETE
35	TS	80	COMPLETE
36	VH	60	INCOMPLETE
Total all of students' grade		**2141**	
Total all of the students (n)		**36**	
The highestgrade		**94**	
The lowestgrade		**27**	
Average		**59**	

47

Table 8.The Frequency of Students' Score in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	>77	12	34	Complete
2	< 77	24	66	Incomplete
	Total	36	100 %	
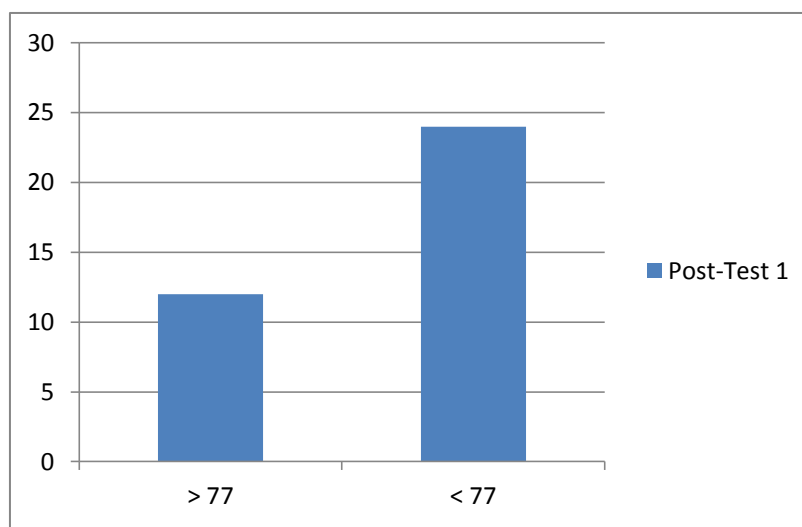
Figure 7.The Percentage of the Students' Completeness Score on Post-test 1

Based on the result above, it could be seen that 12 students (34.00%) got score up to the standard and 24 students (66.00%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 77. Learning process was said success when 70% students got score ≥70. The fact showed that the result was unsatisfying.

c. Observing

In observation of writer action, the collaborator observed the students' activities. The writer as a teacher gave material about translation text especially analytical exposition text by using descriptive equivalent strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

a) Some students were not active in the learning process.

b) Some students were not confidence in sharing ideas.

c) Some of the students still had difficulties in identify the meaning of words and information of the text.

The result of the students' learning activities could be seen as follow:

Table 9.The Students' Activities Observation in Cycle I

No	Name	The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AP	√	√	√	√
2.	AI	√	−	−	−
3.	AP	√	−	√	−
4.	AD	√	−	−	−
5.	AJ	√	−	−	√
6.	AN	√	√	√	√
7.	AR	√	−	√	−
8.	AY	−	√	√	−
9.	AI	√	√	−	−
10.	AP	−	√	√	−
11.	AS	−	√	√	−
12.	DS	√	−	−	−
13.	DA	−	√	−	−
14.	ER	√	√	√	√
15.	FA	√	√	√	√
16.	FE	√	√	−	−
17.	JS	−	√	−	√
18.	LA	−	−	√	−
19.	MF	√	−	−	√
20.	MO	−	−	−	√
21.	MH	−	−	√	−
22.	NN	√	√	√	√
23.	NL	−	√	−	√
24.	NA	−	−	√	−
25.	RF	−	−	−	√
26.	RE	√	−	√	−
27.	RN	√	√	√	√
28.	RI	√	√	√	√
29.	RF	−	−	√	−
30.	SS	√	√	√	√
31	SD	−	−	√	−
32	SF	−	−	−	√
33	SD	−	−	−	√
34	TR	√	−	−	−
35	TS	−	√	−	−
36	VH	√	−	−	−
→	TOTAL	20	17	19	16

Table 10.The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	55.55%
2	The students' ask/answer question	17	47.22 %
3	The students active in the class	19	52.78 %
4	The students able do the task	16	44.44 %
Total Students		**36**	
The average percentage of students' learning activity		**49%**	
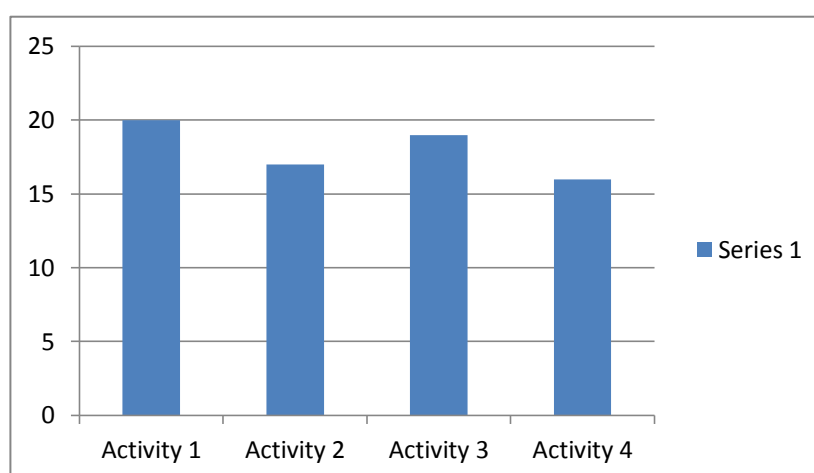
Figure 8.The Percentage of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were 20 students (55.55%) who gave attention to the teacher explanation. 17 students (47.22%) who understood the materials, 19 students (52.78%) were able to do the task and 16 students (44.44%) who active in the class.

d. Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher

analyzed and calculated all the processes like students' pre-test score and the

result of students' post-test I score. The comparison between post-test score

and post-test I score was as follow:

Table 11.The Comparison between Pre-Test and Post-Test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AP	80	87	7	Increased
2.	AI	27	27	0	Constant
3.	AP	27	40	13	Increased
4.	AD	54	34	-20	Decreased
5.	AJ	27	47	20	Increased
6.	AN	54	80	26	Increased
7.	AR	20	60	40	Increased
8.	AY	27	54	27	Increased
9.	AI	20	40	20	Increased
10.	AP	27	80	53	Increased
11.	AS	27	40	13	Increased
12.	DS	27	34	7	Increased
13.	DA	46	60	14	Increased
14.	ER	86	94	8	Increased
15.	FA	40	80	40	Increased
16.	FE	27	47	20	Increased
17.	JS	40	40	0	Constant
18.	LA	20	60	40	Increased
19.	MF	27	60	33	Increased
20.	MO	46	54	8	Increased
21	MH	46	60	14	Increased
22	NN	40	87	47	Increased
23	NL	60	80	20	Increased
24	NA	27	47	20	Increased
25	RF	27	34	7	Increased
26	RE	33	47	14	Increased
27	RN	46	80	34	Increased
28	RI	27	80	53	Increased
29	RF	53	60	7	Increased
30	SS	47	47	0	Constant
31	SD	67	54	-13	Decreased
32	SF	67	80	13	Increased
33	SD	73	80	7	Increased
34	TR	33	47	14	Increased
35	TS	46	80	34	Increased
36	VH	20	60	40	Increased
Total		**1461**	**2141**		
Average		**40**	**59**		
The highest grade		**86**	**94**		
The lowest grade		**20**	**27**		

Table 12.The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
≥77	2	6 %	12	34%	Complete
< 77	34	94%	24	66%	Incomplete
Total	**36**	**100%**	**36**	**100%**	

Then, the graph of comparison students translation mastery pre-test and

post-test I grade in cycle I could be seen as follow:
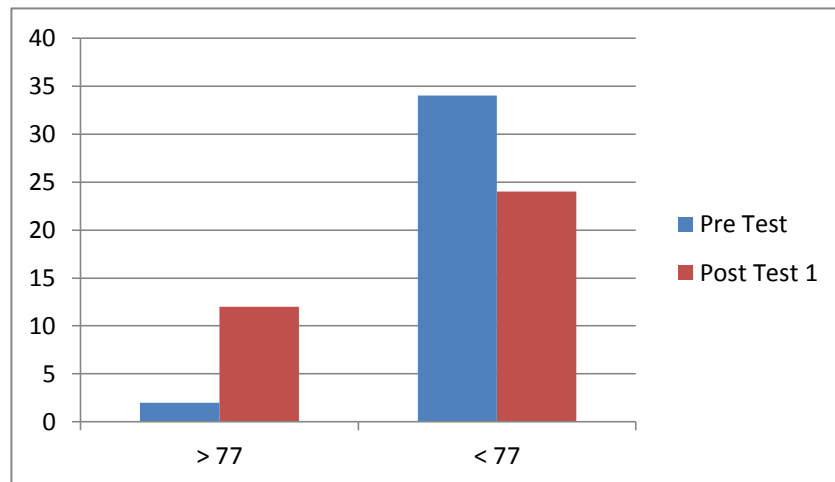
Figure 9.The Comparison of Percentage of the Students Completeness Grade on Pre-test and post-test I

The Table 9. above, it could be inferred that 2 students (6%) were not

successful and 34 other students (94%) were successful. The successful

students were those who got the minimum mastery criteria at SMAN 1

Punggur at least 77. The successful students were fewer than those

unsuccessful students. From the pre-test result, the researcher got the average

of 40, so the result was unsatisfied. Meanwhile, based on the graphic of pot-

test 1, it could be seen that 12 students (34%) got grade up to the standard and

24 students (66%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 77. Learning process was said successful when 70% students got grade $\geq$ 77. The fact showed that the result was unsatisfied.

2. Cycle II

Cycle II were similar to cycle I, it was divided into planing, acting, observing and reflecting. It was expalinned more detail as follow:

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in translation mastery by the Descriptive equivalent strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on November 8th 2019 at 10.00 until 11.30 followed by 36 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The

researcher continued the material in the last meeting, the topic of this meeting is about the analytical exposition text.

In the first meeting of cycle 2, the writer asked the students to read an analytical exposition text about Banning of Motorbikes is Necessary in Housing areas. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and look up the dictionary to find the meaning about the keyword that they underline. When the time was up, the writer called the name one of students than were standing up. The writer gave the same question for all students who had the name and they answered it.

2) The second meeting

The second meeting of cycle 2 was conducted on November, 11th 2019 for 2x45 minutes after the students given the action. In the second meeting, the writer asked the students to read an analytical exposition text about cars should be banned. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and look up the dictionary to find the meaning about the keyword that they underline. When the time was up, the writer called the name one of students than were standing up. The writer gave the same question for all students who had the name and they answered it.

3) Post Test II

To know how to succes the learning in improving the students' translation mastery by using descriptive equivalent strategy at the cycle II,

the pos test did on November, 15th 2019. The writer asked the students to translate an analytical exposition text with the title Magical Power Of Music by using descriptive equivalent strategy. The pos test II has finished, the result of it can be seen in the table bellows:

Table 13.The Students' Translating Post Test II grade

No	Students' Name	Score	Category
1.	AP	87	COMPLETE
2.	AI	80	COMPLETE
3.	AP	47	INCOMPLETE
4.	AD	80	COMPLETE
5.	AJ	80	COMPLETE
6.	AN	80	COMPLETE
7.	AR	67	INCOMPLETE
8.	AY	67	INCOMPLETE
9.	AI	87	COMPLETE
10.	AP	80	COMPLETE
11.	AS	80	COMPLETE
12.	DS	60	INCOMPLETE
13.	DA	67	INCOMPLETE
14.	ER	94	COMPLETE
15.	FA	87	COMPLETE
16.	FE	80	COMPLETE
17.	JS	80	COMPLETE
18.	LA	67	INCOMPLETE
19.	MF	80	COMPLETE
20.	MO	80	COMPLETE
21.	MH	80	COMPLETE
22.	NN	87	COMPLETE
23.	NL	80	COMPLETE
24.	NA	47	INCOMPLETE
25.	RF	80	COMPLETE
26.	RE	87	COMPLETE
27.	RN	80	COMPLETE
28.	RI	80	COMPLETE
29.	RF	60	INCOMPLETE
30.	SS	87	COMPLETE
31	SD	80	COMPLETE
32	SF	80	COMPLETE
33	SD	80	COMPLETE
34	TR	80	COMPLETE
35	TS	80	COMPLETE
36	VH	67	INCOMPLETE
Total all of students' grade		**2765**	
Total all of the students (n)		**36**	
The highestgrade		**94**	
The lowestgrade		**47**	
Average		**76**	

Table 14.The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥77	27	75%	Complete
2	< 77	9	25%	Incomplete
	Total	36	100 %	
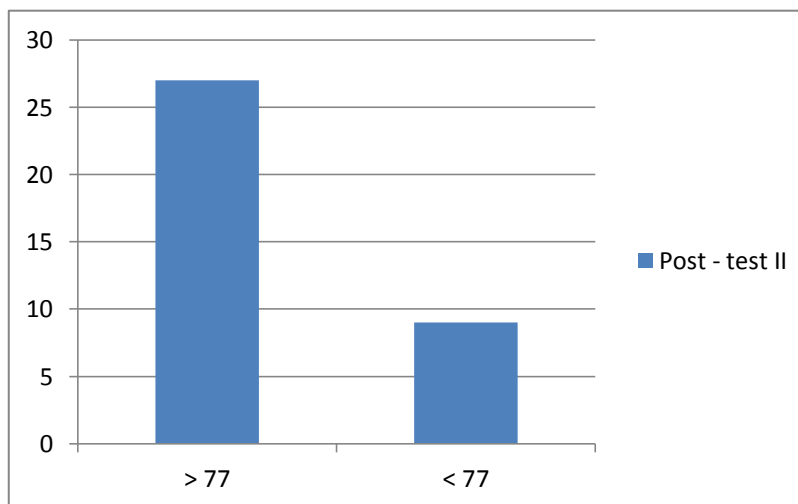
Figure 10.The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that 27 students (75%) were successful and 9 other students (25%) were not successful. From the post test II results, the researcher got the average of 76. It was higher than post test 1 in cycle I.

c. Observing

In this step, the researcher presented the material by Descriptive Equivalent strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 15.The Students' Activities Observation in Cycle II

No	Name	The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
		The Aspects that Observed			
1.	AP	√	√	√	√
2.	AI	√	–	√	√
3.	AP	√	–	–	–
4.	AD	√	√	√	√
5.	AJ	√	√	√	√
6.	AN	√	√	√	√
7.	AR	√	–	√	√
8.	AY	–	√	–	–
9.	AI	√	√	–	√
10.	AP	–	√	√	√
11.	AS	–	√	√	–
12.	DS	√	–	–	–
13.	DA	–	√	–	–
14.	ER	√	√	√	√
15.	FA	√	√	√	√
16.	FE	√	√	√	√
17.	JS	–	√	–	√
18.	LA	√	–	–	–
19.	MF	√	√	√	√
20.	MO	√	√	√	√
21.	MH	√	√	√	–
22.	NN	√	√	√	√
23.	NL	√	√	√	√
24.	NA	√	–	–	–
25.	RF	–	√	√	√
26.	RE	√	√	√	–
27.	RN	√	√	√	√
28.	RI	√	√	√	√
29.	RF	√	–	–	–
30.	SS	√	√	√	√
31	SD	√	√	√	√
32	SF	–	√	√	√
33	SD	–	–	√	√
34	TR	√	√	√	√
35	TS	√	√	√	√
36	VH	√	–	–	–
→	TOTAL	28	27	26	25

Table 16.The Frequency of Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	28	77.77%
2	The students' ask/answer question	27	75.00%
3	The students active in the class	26	72.23%
4	The students able do the task	25	69.45%
Total Students		**36**	
The average percentage of students' learning activity		**73 %**	

Then, the Figure 11 of percentage students translation mastery in cycle II, as follow:
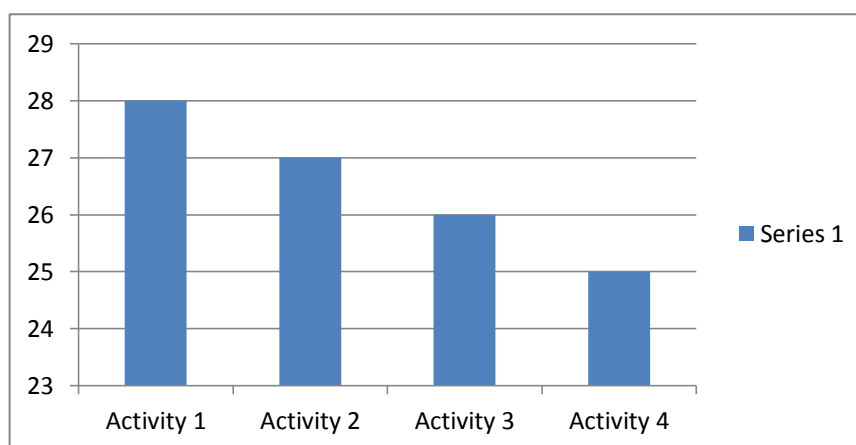
Figure 11.The Percentage of Students' learning activity in Cycle II

The table above showed that the students' activity in cycle II was increase. There were 28 students' (77.77%) who gave attention to the teacher explanation. 27 students' (75%) who understood materials, 26 students (72.23%) were able to do the task and 25 students'(69.45%) who active in the class. Based on the result above, the researcher indicated that

learning process in cycle II was successful because the students' activity got percentage ≥70%.

d. Reflecting

From the result of learning process in cycle II the writer analyzed that generally by using Descriptive Equivalent strategy, the students translation mastery would increase.

At the end of this cycle, the writer and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table:

Table 17.The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name Initial	Post Test I Grade	Post Test II Grade	Deviation	Explanation
1	AP	80	87	7	Increased
2	AI	27	27	0	Constant
3	AP	27	40	13	Increased
4	AD	54	34	-20	Decreased
5	AJ	27	47	20	Increased
6	AN	54	80	26	Increased
7	AR	20	60	40	Increased
8	AY	27	54	27	Increased
9	AI	20	40	20	Increased
10	AP	27	80	53	Increased
11	AS	27	40	13	Increased
12	DS	27	34	7	Increased
13	DA	46	60	14	Increased
14	ER	86	94	8	Increased
15	FA	40	80	40	Increased
16	FE	27	47	20	Increased
17	JS	40	40	0	Constant
18	LA	20	60	40	Increased
19	MF	27	60	33	Increased
20	MO	46	54	8	Increased
21	MH	46	60	14	Increased
22	NN	40	87	47	Increased
23	NL	60	80	20	Increased
24	NA	27	47	20	Increased
25	RF	27	34	7	Increased
26	RE	33	47	14	Increased
27	RN	46	80	34	Increased
28	RI	27	80	53	Increased
29	RF	53	60	7	Increased
30	SS	47	47	0	Constant
31	SD	67	54	-13	Decreased
32	SF	67	80	13	Increased
33	SD	73	80	7	Increased
34	TR	33	47	14	Increased
35	TS	46	80	34	Increased
36	VH	20	60	40	Increased
Total		**2141**	**2765**		
Average		**59**	**76**		
The highest grade		**94**	**94**		
The lowest grade		**27**	**47**		

Table 18.The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
≥77	12	34%	27	75%	Complete
< 77	24	66%	9	25%	Incomplete
Total	**36**	**100%**	**36**	**100%**	

Then, the graph of students translation mastery post-test I and post-test II grade in cycle II could be seen as follow:
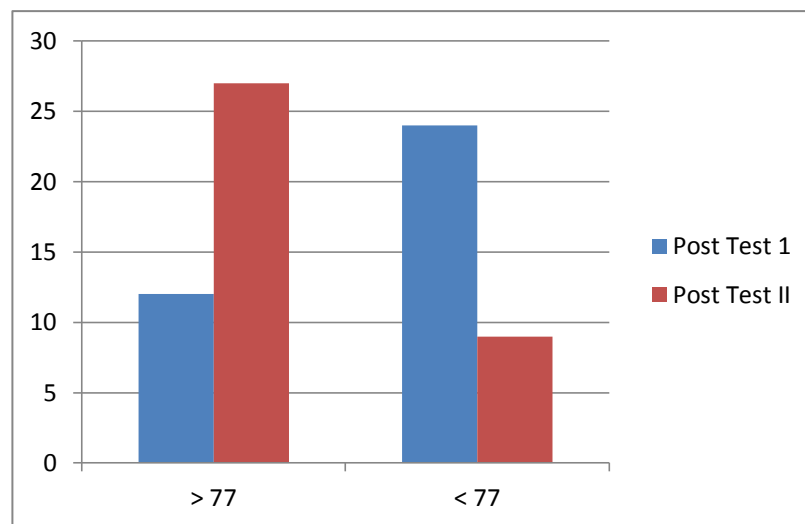
Figure 12.The Percentage of Comparison of Students' grade on Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 12 students (34%) were successful and 24 other students (66%) were not successful. From the post test II results, the writer got the percentage of 75%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had

been achieved that was ≥70% students got grade 77. It indicated that the students' translation mastery was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Descriptive Equivalent strategy increase the students' translation mastery.

C. INTERPRETATION

1. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average score was low. Nevertheles, there was an improvement score of the students pos test I.

In this research, the writer gave pre test and post test I it aimed to know the students' translation mastery before and after treatment. From average score of pre test and post test I above, it can be seen that score in pre test was 40 and score in pos-test I was 59.

2. Action and Learning at Cycle II

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition of the class was condusive.

Table 19.The Result of Students' of Pre-Test, Post-Test I, and Post-Test II

No	Name Initial	Grade			Explanation
		Pre-Test	Post-Test I	Post-Test II	
1.	AP	80	87	87	Increased
2.	AI	27	27	80	Increased
3.	AP	27	40	47	Increased
4.	AD	54	34	80	Increased
5.	AJ	27	47	80	Increased
6.	AN	54	80	80	Increased
7.	AR	20	60	67	Increased
8.	AY	27	54	67	Increased
9.	AI	20	40	87	Increased
10.	AP	27	80	80	Increased
11.	AS	27	40	80	Increased
12.	DS	27	34	60	Increased
13.	DA	46	60	67	Increased
14.	ER	86	94	94	Increased
15.	FA	40	80	87	Increased
16.	FE	27	47	80	Increased
17.	JS	40	40	80	Increased
18.	LA	20	60	67	Increased
19.	MF	27	60	80	Increased
20.	MO	46	54	80	Increased
21	MH	46	60	80	Increased
22	NN	40	87	87	Increased
23	NL	60	80	80	Increased
24	NA	27	47	47	Increased
25	RF	27	34	80	Increased
26	RE	33	47	87	Increased
27	RN	46	80	80	Increased
28	RI	27	80	80	Increased
29	RF	53	60	60	Increased
30	SS	47	47	87	Increased
31	SD	67	54	80	Increased
32	SF	67	80	80	Increased
33	SD	73	80	80	Increased
34	TR	33	47	80	Increased
35	TS	46	80	80	Increased
36	VH	20	60	67	Increased
Total		**1461**	**2141**	**2765**	
Average		**40**	**59**	**76**	
Complete		**2**	**12**	**27**	

Table 20.The Comparison of Students' Pre-Test, Post-Test I and Post-Test II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥77	2	6%	12	34%	27	75%	Complete
< 77	34	94%	24	66%	9	25%	Incomplete
Total	**36**	**100%**	**36**	**100%**	**36**	**100%**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. Therefore, the writer concludes that the research was successful because the indicator of success in this research had been achieved.

The writer show the graph of the result of pre-test, post- test I and post-test II, as follow:
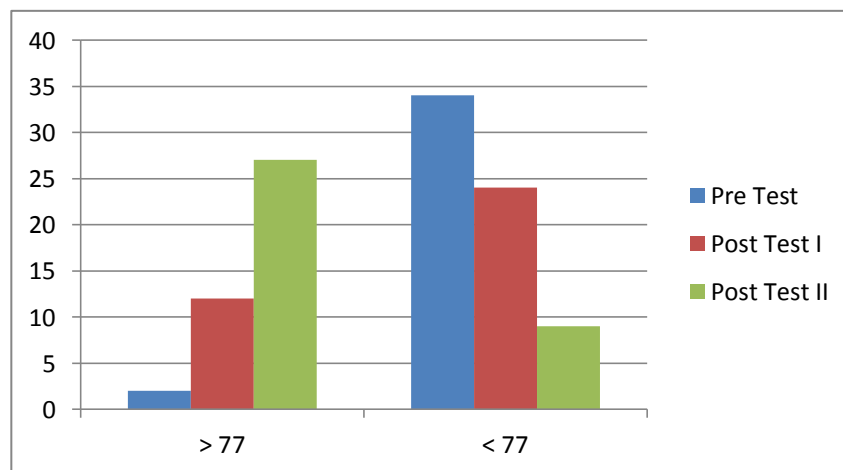
Figure 13. The comparison Grade of Students Translation Test in Pre-Test, Post Test I in Cycle I, and Post Test II in Cycle II

Based on the graph above, it could be inferred that Descriptive Equivalent strategy could increase the students' translation test. It is supported by

improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasement is as follows:

Table 21.The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	20	55.55%	28	77.77%	Increased
2	Asking /answering question from the teacher	17	47.22 %	27	75.00%	Increased
3	Being active in the class	19	52.78 %	26	72.23%	Increased
4	Being able to do the task	16	44.44 %	25	69.45%	Increased
The Average Percentage		49%		73%		

Based on the average percentage of learning activity in the table above, it was investigated that the average percentage of learning activity of cycle 2 is 73%. It means that this research is successful, because the percentage of learning activity achieves. The indicator of success of learning activity is 70%.
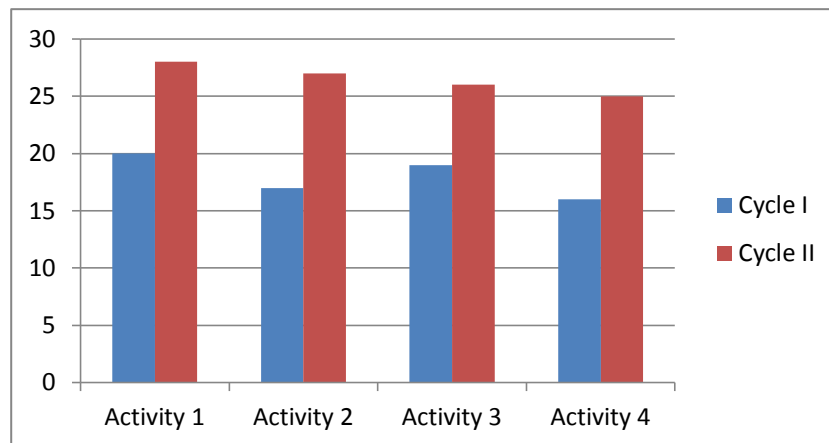
Figure 14. Figure of Learning Activity in Cycle I and Cycle II

Based on the graphisc above, it could be concluded that there was an improving of students' activities during the learning processing cycle I and Cycle II through descriptive equivalent strategy. It means that descriptive equivalent strategy had positive effect toward the teaching learning process.

Based on the result of post test cycle II the writer concluded that every students got minimal score 77. It means this research already to achieve indicator of succes and this research regarded finish.

D. DISCUSSION

The writer was observed about learning at the eleventh graders of SMA Negeri 1 Punggur especially in teaching learning English. The writer use descriptive equivalent strategy to improve the students' translation mastery and made them more active to translate the meaning of the text.

Based on the result of the research in cycle I and cycle II, there were improving average score from pre test was 40, post test I was 59 and post test II improve again become 76. It means that each test many students who passed the text.

Moreover, learning activity in cycle I and cycle II, there were improving average score from cycle I was 49%, and in cycle II improve to 73%. The minimum mastery criteria was 77. It could be seen that the research on cycle II was successful and can be stopped, because it more than the indicator of success, that if 70% students achieved the standard minimum criteria, it was 77.

Descriptive equivalent strategy is one of the strategy in translation process that students' can learn how to translate the text with the coherence that suitable with the content. Descriptive equivalent strategy might be helpful when someone want to translate the text in easy way and suitable with the content. This strategy was proved that descriptive equivalent strategy could improve students' translation mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the writer concluded this research as follow: first, the average of students' translation score at the eleventh graders of SMA Negeri 1 Punggur in pre test was 40, post test I 59, and in post test II was 76. As a result by implementation of descriptive equivalent strategy, the students translation mastery at the eleventh graders of SMA Negeri 1 Punggur could be improved. The students who gained the score at least 77 in post test II were 27 students (75%). It means that more than 70% students were successful and the indicator of the research could be reached.

Second, the percentage of the students' activities at the eleventh grade of SMA Negeri 1 Punggur in cycle I was 49% and there was an improvement in cycle II, it was 73%. As a result, descriptive equivalent strategy could improve the students' activities in teaching learning process at the eleventh graders of SMA Negeri 1 Punggur.

B. Suggestion

Based on the result of the research, the writer would like to constructively give suggestions as follow: first, it is suggested that the teacher to use descriptive equivalent as the teaching learning strategy because it could improve the students' translation mastery. Second, it is suggested that the English teacher to include descriptive equivalent strategy in teaching process.

The teachers should be creatively use descriptive equivalent strategy in teaching, especially in translation activity, in order to engage the students to be active in learning process. Third, it is suggested that other writers who want to develop this study to include another skill in learning English, such as speaking, writing or reading as well as involve different subjects and also different text.

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APPENDICES

SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

B. Kelas: XI

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*) 4.1 Menyusun teks interaksi	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas

16

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks Undangan Resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Struktur Teks Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapatmenumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.4 Teks *eksposisi analitis* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia *first, second, third …* - Kata sambung*Therefor, consequently, based on the arguments*	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama

18

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi by - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beeberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Sekolah	:	**SMA NEGERI 1 PUNGGUR**
Mata pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**XI (Sebelas) / 1 (Ganjil)**
Alokasi Waktu	:	**4 x 45 Menit**
Materi Pokok	:	**Analytical Exposition Text**
Tahun Pelajaran	:	**2019/2020**

A. Kompetensi Inti (KI)

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan Indikator

Kompetensi Dasar	Indikator
KD pada KI **3.4 Membedakan** fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	**3.4.1 Memahami** fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya **3.4.2 Mengidentifikasi** struktur teks dan unsur kebahasaan dari teks analitis sesuai dengan konteks penggunaannya
4.4 Teks Eksposisi Analitis.	**4.4.1 Menangkap** makna secara

	kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

C. Tujuan Pembelajaran

a. Siswa mampu menunjukan sikap peduli dan bertanggung jawab dalam proses pembelajaran

b. Siswa mampu menerjemahkan teks sumber ke teks sasaran dengan kesepadanan makna yang sesuai dengan topik

c. Siswa mampu mengidentifikasi struktur teks, unsur bahasa dari analytical exposition text

D. Materi Pembelajaran

1. Fungsi sosial

Menjalin hubungan interpersonal dan akademik antar peserta didik, guru dan sekolah

Menyatakan pendapat tentang topik yang sedang hangat dibicarakan secara bertanggung jawab

2. Struktur teks

a. Thesis

Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

b. Argument

Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung

c. Conclusion

Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

3. Unsur kebahasan

a. Kalimat simple present tense

b. Mental verbs

c. Saying verbs

d. Connecting words

e. Causal conjuctions

Contoh analytical exposition text

Global Warming (is it end to our world?)

Global warming is a phenomenon used to describe the gradula increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown and deforestation are among the several impacts of global warming.

First of all, is irrefutable evidance that human activies have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our water and air and have been releasing greenhouse gases that contribute to global warming

Secondly, according to research by the greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forest are used to grow crops like palm sugar, palm oil and coffe-the lifeline of western society (green-peace report, 2007) the impact of climate change is noticeable throughtout asia-pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

4. **Topik**

Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI

E. Kegiatan pembelajaran

1. Kegiatan pembelajaran (10 Menit)

    a. Apersepsi

- Menggunakan metode discovery (guru berperan sebagai pembimbing sedangkan siswa dituntut untuk berperan aktif dalam proses pembelajaran)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : sopan santun, peduli)
- Mengajak siswa untuk berdoa bersama sebelum pembelajaran dimulai
- Mengecek kehadiran siswa (nilai yang ditanamkan : rajin disiplin)
- Menyampaikan materi yang akan disampaikan dan tujuan pembelajaran yang akan dicapai.

    b. Motivasi

- Memberi motivasi untuk siap belajar
- Mengaitkan materi yang akan dipelajari dengan hal menarik

2. Kegiatan Inti (70 Menit)

    a. Mengamati (Observing)

- Siswa menyimak dan mengamati berbagai contoh teks ekposition analisis yang diberikan oleh guru
- Siswa mengamati fungsi sosial struktur dan unsur kebahasaan
- Guru membimbing siswa untuk menemukan gagasan utama informasi rinci dan informasi tertentu dari teks eksposisi analisis.

    b. Mempertanyakan (Questioning)

- Siswa menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang benar pada materi analytical exposition text

    c. Mengeksplorasi (Eksploration)

- Guru memberikan siswa teks analytical exposition

– Siswa mencoba menemukan gagasan utama informasi rinci dan informasi tertentu dari teks eksposisi dengan menerjemahkan teks eksposisi analisis menggunakan descriptive equivalent strategy :

    a. Siswa mencoba memahami setiap kalimat pada teks eksposisi

    b. Siswa mencoba menulis kemungkinan makna setiap kalimat pada teks exposisi

    c. Siswa mencocokan kemungkinan makna yang mereka tulis dengan melihat kamus

    d. Guru memberikan beberapa contoh penggunaan kata pada kalimat yang dirasa sulit oleh siswa

    e. Siswa mencoba menerjemahkan teks ekposisi analisis untuk menemukan informasi yang terkait dengan topik

d. Mengkomunikasikan

– Siswa menuliskan hasil terjemahan teks eksposisi analisis dengan memperhatikan fungsi sosial struktur dan unsure kebahasaan

– Siswa mempresentasikan hasil menerjemah teks eksposisi analisis kepada teman sekelas dengan menggunakan unsur kebahasaan yang tepat

3. Kegiatan penutup (10 Menit)

– Siswa bersama sama dengan guru menyimpulkan materi yang telah dipelajari

– Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

– Menyampaikan rencana pembelajaran pada pertemuan berikutnya

– Mengakhiri pembelajaran dengan berdoa bersama

– Mengucapkan salam

F. Metode Pembelajaran

Metode   : Discovery learning

Strategi   : Descriptive equivalent strategy

G. Alat dan Sumber Belajar

   1. Alat Pembelajaran

   - Spidol

   - Papan Tulis

   2. Sumber Pembelajaran

   - Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI

H. Teknik Penilaian

   1. Teknik penilaian dan bentuk instrument

   a. Teknik penilaian

   1) Observasi

   2) Tes tulis

   3) Sikap

   b. Bentuk instrument

   1) Essay

Exercise

Translation test

Do you want to buy mobile phone? Don't be hasty. There are many things to consider. Be reasonable before making the decision. First, you can start by asking yourself the use fullness of the equipment. The question might be, do I want for prestige or usefulness?"

Then you should make a choice on the type of the mobile phone. There are various choices in the market, so you should decide the one that meets your needs and whether you can afford it or not.

The consequence of using a mobile phone is its high operational costs. You have to pay more for a mobile phone compared to a fixed thelephone. Therefore, you should only use the mobile phone only for important talks.

Answer key :

Apakah kamu ingin membeli telfon genggam? Jangan tergesa gesa. Ada banyak hal yang perlu dipertimbangkan. Itu layak sebelum membuat

keputusan. Pertama, kamu bisa mulai bertanya pada diri sendiri kegunaan dari peralatan itu. Pertanyaanya mungkin, apakah saya ingin gengsi atau kegunaan?

Selanjutnya anda harus membuat sebuah keputusan tentang tipe dari telepon genggam tersebut. Ada berbagai pilihan di pasar, jadi anda harus menentukan salah satu yang memenuhi kebutuhan anda dan apakah anda mampu membelinya atau tidak.

Konsekunsi menggunakan telepon genggam adalah tingginya biaya operasional. Anda harus membayar lebih untuk sebuah telfon genggam dibandingkan sebuah telepon tetap. Oleh karena itu, anda hanya boleh menggunakan telepon untuk pembicaraan penting.

Rubric Scoring of Translation Mastery

Source Text Meaning

5	T contains elements that reflect a detailed and nuanced understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is masterfully communicated in the T.
4	T contains elements that reflect a complete understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is proficiently communicated in the T.
3	T contains elements that reflect a general understanding of the major and most minor themes of the ST and the manner in which they are presented in the ST. There may be evidence of occasional errors in interpretation but the overall meaning of the ST appropriately communicated in the T.
2	T contains elements that reflect a flawed understanding of major and or several minor themes of the ST and/or the manner in which they are presented in the ST. There is evidence of errors in interpretation that lead to the meaning of the ST not being fully communicated in the T.
1	T shows consistent and major misunderstandings of the ST meaning.

Grammar and Mechanics (addresses micro-linguistic sub-component)

5	T shows a masterful control of TL grammar, spelling, and punctuation. Very few or no errors.
4	T shows a proficient control of TL grammar, spelling, and punctuation.

	Occasional minor errors.
3	T shows a weak control of TL grammar, spelling, and punctuation. T has frequent minor errors.
2	T shows some lack of control of TL grammar, spelling and punctuation. T is compromised by numerous errors.
1	T shows lack of control of TL grammar, spelling and punctuation. Serious and frequent errors exist.

Translation Skill (addresses strategic sub-component)

5	T demonstrates able and creative solutions to translation problems. Skillful use of resource materials is evident.
4	T demonstrates consistent ability in identifying and overcoming translation problems. No major errors and very few minor errors are evident. No obvious errors in the use of resource materials are evident.
3	T demonstrates a general ability to identify and overcome translation problems. However. a major translation error and/or an accumulation of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials may be reflected in the TT.
2	T demonstrates some trouble in identifying and/or overcoming translation problems. Several major translation errors and/or a large number of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials is reflected in the TT.
1	T reflects an inability to identify and overcome common translation problems. Numerous major and minor translation errors lead to a seriously flawed translation. Reference materials and resources are consistently used improperly.

Criteria penilaian dapat dilakukan sebagai berikut:

Skor maksimal   : 5 x 3 = 15

Penentuan nilai   : nilai siswa = skor diperoleh x 100

                                                    Skor maksimal

Punggur, 18 Oktober 2019
The Writer

Collaborator

ARIE ALFIA ARISTA, S.Pd
NIP. 198104162008012019

SINDI EGA WARDANI
NPM. 1501070206

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: **SMA NEGERI 1 PUNGGUR**
Mata pelajaran	: **Bahasa Inggris**
Kelas/Semester	: **XI (Sebelas) / 1 (Ganjil)**
Alokasi Waktu	: **4 x 45 Menit**
Materi Pokok	: **Analytical Exposition Text**
Tahun Pelajaran	: **2019/2020**

A. Kompetensi Inti (KI)

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan Indikator

Kompetensi Dasar	Indikator
KD pada KI **3.4 Membedakan** fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan member dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	**3.4.1Memahami** fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
	3.4.2Mengidentifikasi struktur teks dan unsure kebahasaan dari teks analitis sesuai dengan konteks penggunaannya
4.4 Teks Eksposisi Analitis.	**4.4.1Menangkap** makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks eksposisi analitis lisan dan tulis,

	terkait isu actual.

C. Tujuan Pembelajaran

a. Siswa mampu menunjukan sikap peduli dan bertanggung jawab dalam proses pembelajaran

b. Siswa mampu menerjemahkan teks sumber ke teks sasaran dengan kesepadanan makna yang sesuai dengan topik

c. Siswa mampu mengidentifikasi struktur teks, unsur bahasa dari analytical exposition text.

D. Materi Pembelajaran

1. Fungsi sosial

Menjalin hubungan interpersonal dan akademik antar peserta didik, guru dan sekolah

Menyatakan pendapat tentang topik yang sedang hangat dibicarakan secara bertanggung jawab

2. Struktur teks

a. Thesis

Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

b. Argument

Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.

c. Conclusion

Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

3. Unsur kebahasan

a. Kalimat simple present tense

b. Mental verbs

c. Saying verbs

d. Connecting words

e. Causal conjuctions

Contoh analytical exposition text

Banning of Motorbikes is Necessary in Housing areas

Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convinient form of transportation, I think they are hazard to humans, animals as well as the environment. I think Motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases and accidents.

First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long term emission of gas from motorbikes is a major contributor of global warming (Science Daily)

Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseaseas such as bronchitis, cancer and are a major trigger of asthma ang high blood preassure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

4. **Topik**

Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI

E. Kegiatan pembelajaran

1. Kegiatan pembelajaran (10 Menit)

a. Apersepsi

- Menggunakan metode discovery (guru berperan sebagai pembimbing sedangkan siswa dituntut untuk berperan aktif dalam proses pembelajaran)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : sopan santun, peduli)

- Mengajak siswa untuk berdoa bersama sebelum pembelajaran dimulai

- Mengecek kehadiran siswa (nilai yang ditanamkan : rajin disiplin)

- Menyampaikan materi yang akan disampaikan dan tujuan pembelajaran yang akan dicapai.

b. Motivasi

- Memberi motivasi untuk siap belajar

- Mengaitkan materi yang akan dipelajari dengan hal menarik

2. Kegiatan Inti (70 Menit)

a. Mengamati (Observing)

– Siswa menyimak dan mengamati berbagai contoh teks ekpoisition analisis yang diberikan oleh guru

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– Guru membimbing siswa untuk menemukan gagasan utama informasi rinci dan informasi tertentu dari teks eksposisi analisis.

b. Mempertanyakan (Questioning)

– Siswa menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang benar pada materi analytical exposition text

c. Mengeksplorasi (Eksploration)

– Guru memberikan siswa teks analytical exposition

– Siswa mencoba menemukan gagasan utama informasi rinci dan informasi tertentudari teks eksposisi dengan menerjemahkan teks eksposisi analisis menggunakan descriptive equivalent strategy :

    a. Siswa mencoba memahami setiap kalimat pada teks eksposisi

    b. Siswa mencoba menulis kemungkinan makna setiap kalimat pada teks exposisi

    c. Siswa mencocokan kemungkinan makna yang mereka tulis dengan melihat kamus

    d. Guru memberikan beberapa contoh penggunaan kata pada kalimat yang dirasa sulit oleh siswa

    e. Siswa mencoba menerjemahkan teks ekposisi analisis untuk menemukan informasi yang terkait dengan topik

d. Mengkomunikasikan

– Siswa menuliskan hasil terjemahan teks eksposisi analisis dengan memperhatikan fungsi sosial struktur dan unsure kebahasaan

– Siswa mempresentasikan hasil menerjemah teks eksposisi analisis kepada teman sekelas dengan menggunakan unsur kebahasaan yang tepat

3. Kegiatan penutup (10 Menit)

– Siswa bersama sama dengan guru menyimpulkan materi yang telah dipelajari

– Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

– Menyampaikan rencana pembelajaran pada pertemuan berikutnya

– Mengakhiri pembelajaran dengan berdoa bersama

– Mengucapkan salam

F. Metode Pembelajaran

Metode   : Discovery learning

Strategi   : Descriptive equivalent strategy

G. Alat dan Sumber Belajar

   1. Alat Pembelajaran

- Spidol
- PapanTulis

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- Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI

H. Teknik Penilaian

   1. Teknik penilaian dan bentuk instrument

      a. Teknik penilaian

      4) Observasi

      5) Tes tulis

      6) Sikap

    b. Bentuk instrument

      2) Essay

Exercise

Translation test

CARS SHOULD BE BANNED

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

In conclusion, cars should be benned from the city for the reason listed.

Answer Key :

MOBIL HARUS DILARANG

Mobil harus dilarang di kota. Seperti yang kita ketahui, mobil membuat polisi dan membuat banyak kematian di jalan dan kecelakaan.

Pertama, mobil, sebagai mana kita ketahui, menyumbang polusi terbanyak di dunia. Mobil mengeluarkan gas mematikan yang menyebabkan penyakit seperti bronchitis, kanker paru-paru, dan pemicu asthma. Beberapa penyakit tersebut sangatlah buruk bagi manusia yang bisa menyebabkan kematian.

Yang kedua, mobil sangatlah berisik. Jika kamu tinggal di kota, kamu mungkin akan menjumpai sangat lah susah untuk tidur di malam hari atau untuk berkonsentrasi pada pekerjaan rumah kalian, dan khususnya ketika kamu berbicara kepada seseorang.

Kesimpulannya, mobil harus dilarang dari kota berdasarkan alasan tersebut.

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	frequent minor errors.
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Punggur, 18 Oktober 2019
The Writer

Collaborator

ARIE ALFIA ARISTA, S.Pd
NIP. 198104162008012019

SINDI EGA WARDANI
NPM. 1501070206

Sketch Location Of SMA Negeri 1 Punggur Central Lampung

GATE	LAB.BIOLOGY/ CLASSROOM	LANGUAGE LABORATORY	SOCIAL SCIENCE LABORATORY

CLASSROOM	CLASSROOM	CLASSROOM	CLASSROOM

PHYSIC LABORATORY

POOL

CLASSROOM

OSIS ROOM

CLASSROOM

CLASSROOM

CLASSROOM

ALTERNATIVE DOOR

TEACHER OFFICE

CLASSROOM

CLASSROOM

CLASSROOM

MEDICAL ROOM

CLASSROOM

CLASSROOM

CLASSROOM

CLASSROOM

TOILET

CLASSROOM

CLASSROOM

TEACHERS' PARKING AREA

CLASSROOM

CLASSROOM

CLASSROOM

CLASSROOM

TOWER

TOOLS ROOM

CANTEN

LIBRARY

LAB.COMPUTER

GATE

LAB.CEMISTRY

STAFF ROOM	LOBBY ROOM	PRINCIPAL ROOM	DEPUTY PRINCIPAL ROOM	CONSELOR ROOM	STUDENTS PARKING AREA

LAB.COMPUTER

LAB.COMPUTER

SECURITY POS

AULA

BASCET FIELD/CEREMONY

The Organization of SMA N 1 Punggur Central Lampung

HEADMASTER
Drs. SUNTORO
NIP. 196402171995121002

COMMITE
SLAMET HARSONO

VICE OF CURRICULUM
Drs. HARYANTO
NIP. 1963032219920310010

VICE OF SARPRAS
BUDI HARDIANTORO, S.Si
NIP. 197406282008011007

VICE OF STUDENTS RELATED
Drs. SUPARNO
NIP. 196504031994021002

VICE OF PUBLIC RELATION
BUDI SANTOSO, S.Pd
NIP. 197702020080011007

HEAD LABORATORY
KARMIDI, S.Pd
NIP. 196412301998021001

HEAD OF CLERICAL
ARIEF MUBARAK, SE
NIP. 197605012009021003

HEAD LIBRARY
Drs. TUGIMAN
NIP. 196908272

UKS
UUT RINAYATI

TEACHER

COUNSELING TEACHER
1. Drs. SUMALI, M.Pd
2. Dra. MAIZARINI
3. LISKA OKTAVIANA, S.IP, S.Pd

EMPLOYEE STAFF
1. Dra. RATIYEM
2. ISMU HANDAYANI
3. SUKAMTO, S.Pd
4. YUYUN PUSPITASARI
5. HASANUDDIN, S.Pd
6. INTAN PERMATA K. S.Pd

FINANCES STAFF
JUMAKIR
NIP. 1964102819903008

EQUIPMENT & EXPENSE STAFF
1. SUKAMTO   6. KHOZIM
2. RIWAYANTO   7. AMANAH
3. OTONG W   8. SINDI EGA W
4. ANA   9. EKO YULIAWAN
5. HERNI SARTIKA 10. MARJITO

CLASS OF GUARDIAN
A1: ZULHANA, S.Pd
A2: ARIE ALFIA, S.Pd
A3: Dra. TUTI SUPRIYATI
A4: PRATIWI, S.Pd
A5: SANI ARIS DUATI, S.Pd
S1: PENDI HARTONO, S.Pd
S2: SRI INDAH M, S.Pd
S3: PATIMAH, S.Pd
S4: SRI LESTARI. S.Pd

CLASS OF GUARDIAN
XII.A1: IMAN ABIWORO, S.Pd
XII.A2: ARPRILIANI DWI K, S.Pd
XII.A3: Dra. TRIAS SAMINAR
XII.A4: HENDRO BUDOYO, S.Pd
XII.A5: ENIK WINDAYATI, S.Pd
XII.S1: PURWATI, S.Pd
XII.S2: PENI ASIH, S.Pd
XII.S3: BUDI SANTOSO, S.Pd
XII.S4: Drs. HERY SUBAGIYO

CLASS OF GUARDIAN
X.A1: DELIANA WARDHANI, S.Pd
X.A2: MEGAWATI CIPITANING, S.Si
X.A3: ADE NENI SURYANI, S.Pd
X.A4: YUNI EKAWATI, S.Si
X.A5: RUSLI HAIKAL AFANDI, S.Pd
X.S1: Dra. MERIDAWATI
X.S2: NOVITA, S.E
X.S3: RINI SULISTYOWATI, S.E
X.S4: RANTINITA SAPUTRA. S.Pd

STUDENTS

LIST OF PRESENCE
PRE - TEST

No	Name	Signature
1	ADAM PERMANA PUTRA	1
2	ADE IRMA JULIYANTI	2
3	ADELIA PRATIWI	3
4	ADITA DWI UTARI	4
5	AHMAD JAELANI	5
6	AHMAD NURROFIQ	6
7	AJENG RORO CHAMILA	7
8	AMALIA RIKA YUNIAR	8
9	AMRULLAH IKHSANUL KARIM	9
10	ANISA PRAMESTI LARAS	10
11	AURELLIA SALSABILA MAHESWARI	11
12	DEVI SAFITRI	12
13	DINDA AULIA IRAWAN	13
14	ENDAR RISMANDA	
15	FATHIR AL GHAZALI QORI SISWOKO	15
16	FERDI HAMDANI	16
17	JAYU SHIFA AMANDA	17
18	LAYLA APRILYANA	18
19	MARITO FRANSISKA BORU SIDAURUK	19
20	MEYNUN OFVINA WIRAGISTY	20
21	MIFTAHUL HASANAH	21

22	NADHILA NUR AMALIA	22
23	NADIA LESTARI	23
24	NUR AMALIYAH	24
25	REFI KHOIRUNNISA	25
26	RIKO EFENDI	26
27	RINDIANI	27
28	RINTA ISWATI	28
29	RISMA FITRIA	29
30	SALWA SALSABILA HARTONO	30
31	SIFA DEBY ARMADANI	31
32	SINDY FITRIA AMANDA	32
33	SINTIA DARMA YANTI	33
34	TARSINI	34
35	TRI SEPTIANA SARI	35
36	VIANA HENDIAWATI	36

LIST OF PRESENCE
POST - TEST 1

No	Name	Signature
1	ADAM PERMANA PUTRA	
2	ADE IRMA JULIYANTI	
3	ADELIA PRATIWI	
4	ADITA DWI UTARI	
5	AHMAD JAELANI	
6	AHMAD NURROFIQ	
7	AJENG RORO CHAMILA	
8	AMALIA RIKA YUNIAR	
9	AMRULLAH IKHSANUL KARIM	
10	ANISA PRAMESTI LARAS	
11	AURELLIA SALSABILA MAHESWARI	
12	DEVI SAFITRI	
13	DINDA AULIA IRAWAN	
14	ENDAR RISMANDA	
15	FATHIR AL GHAZALI QORI SISWOKO	
16	FERDI HAMDANI	
17	JAYU SHIFA AMANDA	
18	LAYLA APRILYANA	
19	MARITO FRANSISKA BORU SIDAURUK	
20	MEYNUN OFVINA WIRAGISTY	
21	MIFTAHUL HASANAH	

22	NADHILA NUR AMALIA	22
23	NADIA LESTARI	23
24	NUR AMALIYAH	24
25	REFI KHOIRUNNISA	25
26	RIKO EFENDI	26
27	RINDIANI	27
28	RINTA ISWATI	28
29	RISMA FITRIA	29
30	SALWA SALSABILA HARTONO	30
31	SIFA DEBY ARMADANI	31
32	SINDY FITRIA AMANDA	32
33	SINTIA DARMA YANTI	33
34	TARSINI	34
35	TRI SEPTIANA SARI	35
36	VIANA HENDIAWATI	36

LIST OF PRESENCE
POST TEST 2

No	Name	Signature
1	ADAM PERMANA PUTRA	
2	ADE IRMA JULIYANTI	
3	ADELIA PRATIWI	
4	ADITA DWI UTARI	
5	AHMAD JAELANI	
6	AHMAD NURROFIQ	
7	AJENG RORO CHAMILA	
8	AMALIA RIKA YUNIAR	
9	AMRULLAH IKHSANUL KARIM	
10	ANISA PRAMESTI LARAS	
11	AURELLIA SALSABILA MAHESWARI	
12	DEVI SAFITRI	
13	DINDA AULIA IRAWAN	
14	ENDAR RISMANDA	
15	FATHIR AL GHAZALI QORI SISWOKO	
16	FERDI HAMDANI	
17	JAYU SHIFA AMANDA	
18	LAYLA APRILYANA	
19	MARITO FRANSISKA BORU SIDAURUK	
20	MEYNUN OFVINA WIRAGISTY	
21	MIFTAHUL HASANAH	

22	NADHILA NUR AMALIA	22	
23	NADIA LESTARI	23	
24	NUR AMALIYAH	24	
25	REFI KHOIRUNNISA	25	
26	RIKO EFENDI	26	
27	RINDIANI	27	
28	RINTA ISWATI	28	
29	RISMA FITRIA	29	
30	SALWA SALSABILA HARTONO	30	
31	SIFA DEBY ARMADANI	31	
32	SINDY FITRIA AMANDA	32	
33	SINTIA DARMA YANTI	33	
34	TARSINI	34	
35	TRI SEPTIANA SARI	35	
36	VIANA HENDIAWATI	36	

TABLE OF TEST SPECIFICATION

PRE – TEST

Translation Test

Outcomes to Asses		Item Types (with item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
3.4 distinguish the social function of text structures and the license elements of some text of analogical and earned ecposis and write by giving and requesting information related to the actual issue, in accordance with the context of its use.	4.4.1 capturing contextual meaning related to social functions,text structure and element of texture text of an analytical exposition and write related actual issues.	Please translate an analytical exposistion text with the title Corruption and Indonesian Culture.	0 – 100
Total Point			100

TEST INSTRUMENT IN PRE – TEST

Please translate the text below!

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks.

The citizens have no goodwill to fight against the corruption. They create the situations in which people a have opportunities to do corruptions. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together.

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

The answer key of pre test instrument

Korupsi dan budaya Indonesia

Korupsi yang telah terjadi selama bertahun-tahun dan hari ini menjadi sebuah budaya yang buruk di Indonesia. Harian Surat Kabar, program berita di televisi dan radio telah mengabarkan korupsi yang dilakukan di mana-mana, hampir di semua departemen atau pelayanan publik di negara ini. Korupsi terjadi dalam departemen Kesehatan, departemen pendidikan dan Bank.

Warga tidak memiliki niat baik untuk melawan korupsi. Mereka menciptakan situasi-situasi di mana orang memiliki kesempatan untuk melakukan korupsi. Sebagai contoh, di jalan ketika mereka mengendarai mobil atau menaiki sepeda motor, mereka tidak memiliki surat ijin mengemudi atau dokumen yang diperlukan. Kemudian, mereka tertangkap oleh polisi lokal. Untuk menghindari kesulitan yang lebih, mereka ingin menyuap petugas. Petugas membiarkan mereka pergi kemudian. Dengan kata lain, masyarakat dan pejabat adalah sama, melakukan korupsi bersama-sama.

Kesimpulan berdasarkan alasan tersebut , kita dapat menyimpulkan bahwa korupsi akan menjadi budaya yang buruk di Indonesia jika kita semua tidak segera mengakhirinya. Tampaknya harus ada hukuman yang lebih parah bagi para koruptor. Apakah kita masih peduli tentang masa depan negara ini?

TABLE OF TEST SPECIFICATION

POST – TEST I

Translation Test

Outcomes to Asses		Item Types (with item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
3.4 Distinguish the social function of text structures and the license elements of some text of analogical and earned ecposis and write by giving and requesting information related to the actual issue, in accordance with the context of its use.	4.4.1 Capturing contextual meaning related to social functions, text structure and element of texture text of an analytical exposition and write related actual issues.	Please translate an analytical exposistion text with the title *Career in Translation*	0 – 100
Total Point			100

TEST INSTRUMENT IN POST TEST 1

Please translate the text below!

Career in Translation

Functionally, translation is transferring the message or the meaning and not the word. Take a moment to think about movies. Many people like to watch Hollywood movie but many get trouble in understanding to the actors' dialogue. So the way moviegoers do to understanding about the movie's content is by reading the translating text running. If Hindi translation is provided, it will bring the better way understanding for Indian moviegoer.

Therefore, Arabic translation, Indonesian translation and Farsi translation are widely needed and that is a big chance for English master in that countries. The developing countries like India is likely being an English speaking country. India translation will grow better and. It seems Indonesia, Malaysia, and Philipine will reach that mark too soon. Translation job will be great in amount and that is good development for translating job seekers.

Today, job fields are easier to find the most important thing to do then is how to be the best in that job field. So if you want to be a successful translator, be the best one in translation field.

The answer key of post test instrument

Karir dalam Menerjemah

Secara fungsional, menerjemah adalah mentrasfer pesan atau makna dan bukan kata. Luangkan sedikit waktu untuk memikirkan tentang film. Banyak orang suka menonton film hollywood tetapi banyak pula yang mengalami masalah dalam memahami dialog para aktor. Jadi cara mereka mendaptakan pemahaman tentang film adalah dengan membaca teks terjemahan yang berjalan. Jika terjemahan bahasa Hindi tersedia, itu akan membawa pemahaman yang lebih baik bagi para penonton bioskop India.

Oleh karena itu, terjemahan bahasa arab, terjemahan bahasa indonesia, dan terjemahan bahasa farsi secara luas dibutuhkan, dan itu merupakan kesempatan besar untuk orang yang mahir bahasa inggris di negara tersebut. Negara berkembang seperti India kemungkinan menjadi negara berbahasa inggris. Menerjemahkan ke bahasa India akan tumbuh lebih baik dan tampaknya Indonesia Malaysia dan filipina akan mencapi hal yang sama kemudian. Pekerjaan penerjemah akan muncul dalam jumlah yang besar dan itu adalah perkembangan yang baik untuk para penerjemah yang mencari kerja.

Hari ini, bidang pekerjaan lebih mudah untuk ditemukan hal yang paling penting dilakukan saat ini adalah bagaimana menjadi yang terbaik dalam bidang pekerjaan tersebut. Jadi jika kamu ingin menjadi penerjemah yang sukses, jadilah salah satu yang terbaik dalam bidang penerjemah.

TABLE OF TEST SPECIFICATION

POST – TEST II

Translation Test

Outcomes to Asses		Item Types (with item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
3.4 Distinguish the social function of text structures and the license elements of some text of analogical and earned ecposis and write by giving and requesting information related to the actual issue, in accordance with the context of its use.	4.4.1 Capturing contextual meaning related to social functions, text structure and element of texture text of an analytical exposition and write related actual issues.	Please translate an analytical exposistion text with the title *The Magic Power of Music*	0 – 100
Total Point			100

TEST INSTRUMENT IN POST TEST 2

Please translate the text below!

The Magic Power of Music

I Personally think that music is one of the most important things in our life. Music is part of our life. Music can complete our day. It can be the most faithful best friend which can always fill your loneliness. So, music has a magical power. I do believe that. Why? Here are some reasons why music is heard everywhere and anywhere.

First, music is a way to express ourfeelings. When you fall in love, heartbroken, mourning lonely all kind of feeling can be expresssed through music. Second, as an unstable teenager, who has a lot of problems, you must urgently need friends to share with, at the moment when no one can hear you, music can replace a friend to fill the loneliness.

Last song can help you to memorize your last experiences or memory. For example, en elderly woman who couldn't even remember her husband's name would remember the details of her favorite song when it was played, how it made her feel and things about the song that made it especially memorable for her.

So music is magical.

The answer key of post test instrument :

Kekuatan Sihir dari Musik

Secara pribadi saya fikir bahwa musik adalah salah satu hal terpenting dalam hidup kita. Musik adalah bagian dari hidup kita. Musik dapat melengkapi hari hari kita. Itu bisa menjadi teman yang paling setia yang bisa mengisi kesepian mu. Jadi musik memiliki kekuatan magis. Saya percaya itu. Kenapa? Disini ada beberapa alasan kenapa musik didengarkan di mana saja dan kemana saja.

Pertama, musik adalah mengekspresikan perasaan kita. Ketika kamu jatuh cinta, patah hati, meratapi kesepian semua perasaan dapat di ekspresikan melalui musik. Kedua, sebagai seorang remaja yang labil, yang mana memiliki banyak permasalahan, kamu sangat memerlukan teman untuk berbagi, pada saat itu ketika tidak ada seseorang yang dapat mendengarkanmu, musik dapat menggantikan seorang teman untuk mengisi kesendirian mu.

Terakhir, lagu dapat membantu kamu mengingat pengalaman atau kenangan terakhirmu. Sebagai contoh, seorang wanita tua yang bahkan tidak bisa mengingat nama suaminya akan mengingat detail lagu favoritnya ketika lagu itu diputar bagaimana perasaannya dan hal-hal tentang lagu itu membuatnya sangat berkesan baginya.

Jadi musik itu Sihir

INSTRUMENT BLUEPRINT OF TRANSLATION

No	Aspect	Indicator	Item Test	references
1	Source Text Meaning	The students are able to transfer the meaning of the text (content)	Translation test	Claudia V. Angelelli (2009:40
2	Grammar	The students are able to translate the text with proper grammar	Translation test	Claudia V. Angelelli (2009:40
3	Translation Skill	The students are able to identify the structure of the text	Translation test	Claudia V. Angelelli (2009:40

PRE – TEST

TRANSLATION TEST

NAME : AHMAD JAELANI

CLASS : XI (SAINS one)

27

Please write your answer based on the text above !

Korupsi dan Budaya Indonesia

Korupsi sudah terjadi sejak lama dan hari ini itu menjadi Budaya di indonesia. Majalah harian, Program baru di TV dan Radio sudah melaporkan korupsi dimana-mana hampir di semua department atau pelayanan publik di negara ini. korupsi terjadi di kesehatan, depatement dan bank.

Warga tidak memiliki niat baik untuk menerangi korupsi. mereka menciptakan situasi di mana orang-orang memiliki peluang untuk melakukan korupsi, untuk contoh. saat mereka mengendarai sebuah mobil atau menyetir motor, mereka tidak mempunyai SIM dan dokumen yang diperlakukan. Lalu, mereka ditangkap polisi lokal. untuk mencegah masalah. mereka menyuap polisi. Polisi membiarkan mereka pergi. Dalam kata lain, masyarakat dan polisi sama-sama memerlukan korupsi bersama.

kesimpulan yang sesuai dengan alasan, kita dapat menyimpulkan bahwa korupsi menjadi budaya buruk di indonesia jika tidak kita selesaikan semuanya. melihat dari kejadian itu harus ada hukuman untuk para korupsi. Apakah kamu tetap peduli tentang masa depan negeri ini ?....

PRE – TEST

TRANSLATION TEST

NAME : Adam Permana Putra

CLASS : XI Science 1

80

Please write your answer based on the text above !

Korupsi dan Budaya Indonesia

Korupsi sudah terjadi sejak lama dan hari ini itu menjadi budaya buruk di Indonesia. Majalah harian, Program berita di TV dan Radio sudah melaporkan tentang korupsi dimana-mana, hampir di semua departement atau Pelayanan Publik di negara ini. Korupsi terjadi di kesehatan, edukasi departement dan bank.

Masyarakat tidak bisa lagi melawan korupsi. Mereka membuat situasi yang mana orang dapat melakukan korupsi. Contohnya, di jalan saat mereka mereka mengendarai mobil atau mengendarai motor, mereka tidak mempunyai SIM dan dokumen yang diperlukan. Lalu mereka ditangkap Polisi lokal. Untuk mencegah masalah, mereka menyuap Polisi. Lalu Polisi membiarkan mereka pergi. Dalam kata lain, masyarakat dan Polisi sama-sama, melakukan korupsi bersama.

Kesimpulan yang sesuai dengan alasan, kita dapat menyimpulkan bahwa korupsi menjadi budaya buruk di Indonesia jika tidak kita selesaikan semuanya. Melihat dari kejadian itu harus ada hukuman untuk para koruptor. Apakah kita tetap Peduli dengan masa depan negeri ini?

POST - TEST 1

TRANSLATION TEST

NAME : Ade Irma Juliyanti

CLASS : XI. IPA. I.

27

Please write your answer based on the text above !

Karir dalam Penerjemahan.

Secara fungsional, terjemahan memindahkan pesan atau artinya dan bukan kata. Luangkan waktu sejenak untuk memikirkan film hollywood tetapi banyak yang kesulitan memahami dialog aktor. Jadi cara yang dilakukan penonton bioskop untuk understing tentang konten film adalah dengan membaca teks terjemahan berjalan. Jika terjemahan Hindi disediakan, itu akan membawa pemahaman cara yang lebih baik untuk penonton bioskop india.

Oleh karena itu, terjemahan bahasa Arab, terjemahan bahasa Indonesia dan terjemahan bahasa farsi sangat dibutuhkan dan itu adalah peluang besar bagi master bahasa Inggris di negara - negara tersebut. Negara - negara berkembang seperti India cenderung menjadi negara berbahasa Inggris. Terjemahan India akan tumbuh lebih baik dan sepertinya Indonesia, malaysia, dan filipina akan mencapai tanda itu juga naik. Pekerjaan terjemahan akan sangat bagus jumlahnya dan itu adalah pengembangan yang bagus untuk menerjemahkan pencari kerja.

Saat ini, bidang pekerjaan lebih mudah untuk menemukan hal yang paling penting untuk dilakukan daripada bagaimana menjadi yang terbaik dibidang pekerjaan itu. Jadi, jika Anda ingin menjadi penerjemah yang sukses, jadilah yang terbaik dibidang terjemahan.

POST – TEST 1

TRANSLATION TEST

NAME : ENDAR RISMANDA

CLASS : XI SCIENCE 1.

94

Please write your answer based on the text above !

Karir dalam Menerjemah

Secara pungsional, menerjemahkan berarti mentrasfer pesan atau makna dan bukan kata. Luangkan waktu sejenak untuk berpikir tentang Film. Banyak orang suka menonton Film Hollywood tetapi banyak yang mendapatkan kesulitan dalam memahami dialog para aktor. Jadi cara mereka untuk mendapatkan pemahaman tentang isi Film adalah dengan membaca teks terjemahan yang berjalan. Jika terjemahan bahasa Hindi disediakan, itu akan membawa pemahaman yang lebih baik untuk penonton bioskop India.

Oleh karena itu, terjemahan bahasa Arab, bahasa Indonesia, dan terjemahan bahasa Farsi secara luas diperlukan dan itu merupakan kesempatan besar untuk orang yang mahir bahasa Inggris di negara-negara itu. Negara-negara berkembang seperti India cenderung menjadi negara berbahasa Inggris. Menerjemahkan ke bahasa India akan tumbuh lebih baik dan tampaknya Indonesia, Maysia, dan Filipina akan mencapai hal yang sama kemudian. Pekerjaan menerjemahkan akan menjadi besar Jumlahnya dan itu merupakan perkembangan yang baik untuk pencari kerja penerjemah.

Hari ini, untuk menemukan hal yang paling penting untuk dilakukan adalah bagaimana menjadi yang terbaik dibidang pekerjaan itu. Jadi jika kamu ingin menjadi penerjemah sukses, jadilah yang terbaik di bidang menerjemah.

POST – TEST 2

TRANSLATION TEST

NAME : Adelia Pratiwi

CLASS : XI IPA 1

(47)

Please write your answer based on the text above !

Kekuatan Sihir Musik

Saya pribadi berpikir bahwa musik adalah salah satu hal terpenting dalam hidup kita. Musik adalah bagian dari hidup kita. Musik dapat melengkapi hari kita. Itu bisa menjadi teman terbaik yang paling setia yang selalu bisa mengisi kesepian anda. Jadi, musik memiliki kekuatan magis. Saya percaya itu. Mengapa? Berikut adalah beberapa alasan mengapa musik didengar dimana-mana dan dimana saja.

Pertama, musik adalah cara untuk mengekspresikan perasaan kita. Ketika anda jatuh cinta, patah hati, berkabung, kesepian, Semua jenis perasaan dapat di ekspresikan melalui musik. Kedua, Sebagai remaja yang tidak stabil, yang memiliki banyak masalah, anda harus segera membutuhkan teman untuk berbagi, pada saat tidak ada yang bisa mendengarmu, musik bisa menggantikan teman untuk mengisi kesepian.

Terakhir, lagu dapat membantu anda untuk menghafal pengalaman atau ingatan terakhir anda. Lagu favorit dan film dokumenter yang kuat. Orang dengan alzheimer yang mengalami gangguan otak akan mengingat detail tentang lagu yang mereka kenal. Misalnya seorang wanita tua yang bahkan tidak bisa mengingat nama suaminya akan mengingat detail lagu favoritnya; ketika dimainkan, bagaimana perasaanya dan hal-hal tentang lagu itu membuatnya sangat terkesan baginya Jadi, Musik itu ajaib ! ☺

POST – TEST 2

TRANSLATION TEST

NAME : FATHIA AL GHAZALI Q.S

CLASS : XI IPA 1

87

Please write your answer based on the text above !

Kekuatan Sihir Musik

Saya pribadi berpikir bahwa musik adalah salah satu hal terpenting dalam hidup kita. Musik adalah bagian dari hidup kita. Musik dapat melengkapi hari kita. Itu bisa menjadi teman terbaik yg paling setia, yg selalu bisa mengisi kesepian anda. Jadi, musik memiliki kekuatan sihir. Saya percaya itu mengapa ? Berikut adalah beberapa alasan mengapa musik didengar di mana² dan di mana saja.

Pertama, musik adalah cara untuk mengekspresikan perasaan kita. ketika anda jatuh cinta, patah hati, bertabung kesepian, semua jenis perasaan dapat diekspresikan melalui musik. kedua, Sebagai remaja yg tidak stabil, yg memiliki banyak masalah, Anda harus segera mendengar Anda, Musik dapat menggantikan teman untuk mengisi kesepian.

Terakhir, lagu dapat membantu anda untuk menghafal pengalaman atau memori te rakhir, Andai, Sebagai contoh, wanita usia lanjut yg bahkan tidak dapat mengingat nama suaminya akan mengingat detail lagu favoritnya ketika diputar, bagaimana hal itu membuatnya merasa, dan hal-hal tentang lagu yg membuatnya sangat berkesan baginya

Jadi, Musik itu Ajaib

THE STUDENTS' TRANSLATION SCORE
PRE TEST

NO	STUDENTS' NAME	SCORE	CATEGORY
1	AP	80	COMPLETE
2	AI	27	INCOMPLETE
3	AP	27	INCOMPLETE
4	AD	54	INCOMPLETE
5	AJ	27	INCOMPLETE
6	AN	54	INCOMPLETE
7	AR	20	INCOMPLETE
8	AR	27	INCOMPLETE
9	AI	20	INCOMPLETE
10	AP	27	INCOMPLETE
11	AS	27	INCOMPLETE
12	DS	27	INCOMPLETE
13	DA	46	INCOMPLETE
14	ER	86	COMPLETE
15	FA	40	INCOMPLETE
16	FE	27	INCOMPLETE
17	JS	40	INCOMPLETE
18	LA	20	INCOMPLETE
19	MF	27	INCOMPLETE
20	MO	46	INCOMPLETE
21	MH	46	INCOMPLETE
22	NN	40	INCOMPLETE
23	NL	60	INCOMPLETE
24	NA	27	INCOMPLETE
25	RF	27	INCOMPLETE
26	RE	33	INCOMPLETE
27	RN	46	INCOMPLETE
28	RI	27	INCOMPLETE
29	RF	53	INCOMPLETE
30	SS	47	INCOMPLETE
31	SD	67	INCOMPLETE
32	SF	67	INCOMPLETE
33	SD	73	INCOMPLETE
34	TR	33	INCOMPLETE
35	TS	46	INCOMPLETE
36	VH	20	INCOMPLETE
	TOTAL	1961	
	AVERAGE	40	

Punggur, November 2019

Collaborator

ARIE ALKIA ARISTHA, S.Pd
NIP. 198104162008012019

The Writer

SINDI EGA WARDANI
NPM. 1501070206

THE STUDENTS' TRANSLATION SCORE
POST TEST 1

NO	STUDENTS' NAME	SCORE	CATEGORY
1	AP	87	COMPLETE
2	AI	27	INCOMPLETE
3	AP	40	INCOMPLETE
4	AD	34	INCOMPLETE
5	AJ	47	INCOMPLETE
6	AN	80	COMPLETE
7	AR	60	INCOMPLETE
8	AY	54	INCOMPLETE
9	AI	40	INCOMPLETE
10	AP	80	COMPLETE
11	AS	40	INCOMPLETE
12	DS	34	INCOMPLETE
13	DA	60	INCOMPLETE
14	ER	94	COMPLETE
15	FA	80	COMPLETE
16	FE	47	INCOMPLETE
17	JS	40	INCOMPLETE
18	LA	60	INCOMPLETE
19	MF	60	INCOMPLETE
20	MO	54	INCOMPLETE
21	MH	60	INCOMPLETE
22	NN	87	COMPLETE
23	NL	80	COMPLETE
24	NA	47	INCOMPLETE
25	RF	34	INCOMPLETE
26	RE	47	INCOMPLETE
27	RN	80	COMPLETE
28	RI	80	COMPLETE
29	RF	60	INCOMPLETE
30	SS	47	INCOMPLETE
31	SD	54	INCOMPLETE
32	SF	80	COMPLETE
33	SD	80	COMPLETE
34	TR	47	INCOMPLETE
35	TS	80	COMPLETE
36	VH	60	INCOMPLETE
	TOTAL	2141	
	AVERAGE	59	

Punggur, November 2019

Collaborator

ARIF ALFIA ARISTHA, S.Pd
NIP. 198104162008012019

The Writer

SINDI EGA WARDANI
NPM. 1501070206

THE STUDENTS' TRANSLATION SCORE
POST TEST 2

NO	STUDENTS' NAME	SCORE	CATEGORY
1	AP	87	COMPLETE
2	AI	80	COMPLETE
3	AP	47	INCOMPLETE
4	AD	80	COMPLETE
5	AJ	80	COMPLETE
6	AN	80	COMPLETE
7	AR	67	INCOMPLETE
8	AY	67	INCOMPLETE
9	AI	87	COMPLETE
10	AP	80	COMPLETE
11	AS	80	COMPLETE
12	DS	60	INCOMPLETE
13	DA	67	INCOMPLETE
14	ER	94	COMPLETE
15	FA	87	COMPLETE
16	FE	80	COMPLETE
17	JS	80	COMPLETE
18	LA	67	INCOMPLETE
19	MF	80	COMPLETE
20	MO	80	COMPLETE
21	MH	80	COMPLETE
22	NN	87	COMPLETE
23	NL	80	COMPLETE
24	NA	47	INCOMPLETE
25	RF	80	COMPLETE
26	RE	87	COMPLETE
27	RN	80	COMPLETE
28	RI	80	COMPLETE
29	RF	60	INCOMPLETE
30	SS	87	COMPLETE
31	SD	80	COMPLETE
32	SF	80	COMPLETE
33	SD	80	COMPLETE
34	TR	80	COMPLETE
35	TS	80	COMPLETE
36	VH	67	INCOMPLETE
	TOTAL	2765	
	AVERAGE	76	

Punggur, November 2019

Collaborator

ARIE ALFIA ARISTHA, S.Pd
NIP. 198104162008012019

The Writer

SINDI EGA WARDANI
NPM. 1501070206

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE I

Subject : English
Class/ semester : XI / Ganjil
School : SMA N 1 Punggur

No	Students' Name	The aspect that are observed			
		The students' attention of teacher's explanation	The students ask and answer question	The students activeness in whole class	The students' ability in doing the task
1	AP	✓	✓	✓	✓
2	AI	✓			
3	AP	✓		✓	
4	AD	✓			
5	AJ	✓			✓
6	AN	✓	✓	✓	✓
7	AR	✓			
8	AY		✓	✓	
9	AI	✓	✓		
10	AP		✓	✓	
11	AS		✓	✓	
12	DS	✓			
13	DA		✓		
14	ER	✓	✓	✓	✓
15	FA	✓	✓	✓	✓
16	FE	✓	✓		
17	JS		✓		✓
18	LA			✓	
19	MF	✓			✓
20	MO				
21	MH				✓
22	NN	✓	✓	✓	✓
23	NL		✓		✓
24	NA			✓	
25	RF				✓
26	RE	✓		✓	
27	RN	✓	✓	✓	✓
28	RI	✓	✓	✓	✓
29	RF			✓	
30	SS	✓	✓	✓	✓

31	SD			✓	
32	SF				✓
33	SD				✓
34	TR	✓			
35	TS		✓		
36	VH	✓			
	TOTAL	20	17	19	16

Note :

- Tick (√) for each positive activity
- Percentage of students' activity

  1. The students' attention of teacher's explanation = 55.55%
  2. The students ask and answer question = 47.2%
  3. The students activeness in whole class = 52.78%
  4. The students' ability in doing the task = 44.44%

Punggur, November 2019

Collaborator   The Writer

ARIE ALFIA ARISTHA, S.Pd   SINDI EGA WARDANI
NIP. 198104162008012019   NPM. 1501070206

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE II

Subject : English
Class/ semester : XI / Ganjil
School : SMA N 1 Punggur

No	Students' Name	The aspect that are observed			
		The students' attention of teacher's explanation	The students ask and answer question	The students activeness in whole class	The students' ability in doing the task
1	AP	✓	✓	✓	✓
2	AI	✓		✓	✓
3	AP	✓			
4	AD	✓	✓	✓	✓
5	AJ	✓	✓	✓	✓
6	AN	✓	✓	✓	✓
7	AR	✓		✓	✓
8	AY		✓		
9	AI	✓	✓		✓
10	AP		✓	✓	✓
11	AS		✓	✓	
12	DS	✓			
13	DA		✓		
14	ER	✓	✓	✓	✓
15	FA	✓	✓	✓	✓
16	FE	✓	✓	✓	✓
17	JS		✓		✓
18	LA	✓			
19	MF	✓	✓	✓	✓
20	MO	✓	✓	✓	✓
21	MH	✓	✓	✓	
22	NN	✓	✓	✓	✓
23	NL	✓	✓	✓	✓
24	NA	✓			
25	RF		✓	✓	✓
26	RE	✓	✓	✓	
27	RN	✓	✓	✓	✓
28	RI	✓	✓	✓	✓
29	RF	✓			
30	SS	✓	✓	✓	✓

31	SD	✓	✓	✓	✓
32	SF		✓	✓	✓
33	SD			✓	✓
34	TR	✓	✓	✓	✓
35	TS	✓	✓	✓	✓
36	VH	✓			
	TOTAL	28	27	26	25

Note :

- Tick (√) for each positive activity
- Percentage of students' activity

 1. The students' attention of teacher's explanation = 77.77%

 2. The students ask and answer question = 75.00%

 3. The students activeness in whole class = 72.29%

 4. The students' ability in doing the task = 69.45%

Punggur, November 2019

Collaborator

The Writer

ARIE ALFIA ARISTHA, S.Pd
NIP. 198104162008012019

SINDI EGA WARDANI
NPM. 1501070206

OBESERVATION SHEET OF RESEARCHER'S ACTIVITIES CYCLE I

Day/Date : 28 oktober 2019

Observer : Arie Alfia Arista, S.Pd

No	Researcher Activity	Good	Enough	Low
1	Pre – Teaching			
	a. Preparing the lesson	✓		
	b. Preparing the material	✓		
	c. Class opening ability		✓	
2	While teaching activity			
	a. Informing the objective of learning		✓	
	b. Explaining the material used descriptive equivalent strategy :			
	1) The teacher introduces to the students about Descriptive Equivalent Strategy	✓		
	2) Teacher ask the students to paraphrase the sentences of Source Language	✓		
	3) The teacher ask the students to try to write possible translations for each sentence of Source Language to Target Language	✓		
	4) The teacher ask the students to look up the word of Target Language in the Dictionary used in the same contexts as Source Language	✓		
	5) The teacher provides some examples of Target Language used in an Indonesian text.	✓		
	6) Guiding the students to translate Source Language into Target Language	✓		
	c. Guiding the students to follow the lesson			
3.	Post Teaching			
	a. Concluding the result of learning	✓		
	b. Class closing ability	✓		
	Tick (√) for each positive effect			

Punggur, Oktober 2019

The Collaborator

The Writer

Arie Alfia Arista, S.Pd
NIP. 19810416200801 2 019

Sindi Ega Wardani
NPM. 1501070206

OBESERVATION SHEET OF RESEARCHER'S ACTIVITIES CYCLE II

Day/Date : 08 November 2019

Observer : Arie Alfia Aristha, S.Pd

No	Researcher Activity	Good	Enough	Low
1	Pre – Teaching			
	a. Preparing the lesson	✓		
	b. Preparing the material	✓		
	c. Class opening ability	✓		
2	While teaching activity			
	a. Informing the objective of learning	✓		
	b. Explaining the material used descriptive equivalent strategy :			
	1) The teacher introduces to the students about Descriptive Equivalent Strategy	✓		
	2) Teacher ask the students to paraphrase the sentences of Source Language	✓		
	3) The teacher ask the students to try to write possible translations for each sentence of Source Language to Target Language	✓		
	4) The teacher ask the students to look up the word of Target Language in the Dictionary used in the same contexts as Source Language	✓		
	5) The teacher provides some examples of Target Language used in an Indonesian text.	✓		
	6) Guiding the students to translate Source Language into Target Language	✓		
	c. Guiding the students to follow the lesson			
3.	Post Teaching			
	a. Concluding the result of learning	✓		
	b. Class closing ability	✓		
	Tick (√) for each positive effect			

Punggur, Oktober 2019

The Collaborator

Arie Alfia Arista, S.Pd
NIP. 19810416200801 2 019

The Writer

Sindi Ega Wardani
NPM. 1501070206

DOCUMENTATION

Profile Of SMA NEGERI 1 PUNGGUR

PRE TEST

The writer give the asiggment of Pre Test

The students do the question of pre-test

TREATMENT IN CYCLE I

The writer explain the meaning of descriptive equivalent strategy

The students pay attention to the material

POST TEST I

The writer give the asiggment of Post Test 1

The students do the question of post-test 1

TREATMENT IN CYCLE II

The writer give the explanation how to apply descriptive equivalent strategy

The students pay attention to the material

POST TEST II

The writer give the asiggment of Post Test II

The students do the question of post-test II

Field Note Table

No	Date	Note
1	Friday, 25 – 10 - 2019	– In pre test the writer come to the class firstly, introduce her self and explained her purposes. Futhermore the writer gave test to the students to translate an analytical exposition text with the title corupption and Indonesian Culture – In this activity students have note show their understanding, many students still confused in understanding the material. – When doing the task the students still discussed each other, many students just did the text brively. Then collecting the worksheet. After that many students prefer to talk with their friends. –Finally the writer closed the pre test activity
2	Monday, 28 – 10 - 2019	– In this meetings the condition of the class effective the students gave nice attention to the writer. –After that, the writer explained the material about an analytical exposition text ab how to apply descriptive equivalent strategy in translation process. Some students ask about the material and have confused. –Next, the writer ask the students to translate the text with the topic "Global Warming". The students translate the text with the guidance from the writer by using descriptive equivalent strategy. –In this stage some of the students were not confident to translate the text, because they are confused that their result true or false.

3	Friday, 01 – 11 - 2019	– In the second meeting, the writer explain more about an analytical exposition text and how to apply descriptive equivalent strategy in translation process. – Next, the writer distributed the students worksheet with the title "buy mobile phone". The writer asked the students to translate the text by using descriptive equivalent strategy – Their desire and motivation to translate an analytical exposition text in the second meetings are highest than those in the first meetings.
4	Monday, 04 – 11 - 2019	– At this stage, the writer use 90 minute to give a post test 1 – The students given an analytical exposition text with the title "career in Translation. – The writer asked the students to translate the text from English to Indonesia – It was seen that some students were seriuos when taking the test
5	Friday, 08 – 11 - 2019	– In this meetings the writer continued the mateial, the writer distributed the students worksheet that is "banning of motorbikes is necessary in housing areas" to translate to Indonesia languange by guidance the writer. – In this stage the students were very active, the students looked setting more spirit in the learning. – The students more confidents to aplly descriptive equivalent strategy in translation process.

6	Monday, 11 – 11 - 2019	– After knowing post test 1 result, the writer continued into cycle II. – The writer distributed the students worksheet with the title "cars should be banned". The writer asked the students to translate the text by using descriptive equivalent strategy. – In this meeting the students were exited in translation proces.
7	Friday, 15 – 11 - 2019	– In this stage, the writer gave post test II to the students The students given an analytical exposition text by the writer with the title "magical power of music". The writer ask the students to translate the text from English to Indonesia. – In this meetings almost all of the students could answer well.

Collaborator

ARIE ALFIA ARISTA, S.Pd
NIP. 198104162008012019

Punggur, November 2019
The Writer

SINDI EGA WARDANI
NPM. 1501070206

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-956/In.28/S/OT.01/11/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SINDI EGA WARDANI
NPM	: 1501070206
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070206.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Nopember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : SINDI EGA WARDANI

NPM   : 1501070206

Fakultas   : FTIK

Angkatan   : 2015

Telah menyerahkan buku berjudul : THE BILINGUAL MENTAL LEXICON

Interdisciplinary Approaches

Metro, 15 NOVEMBER 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : SINDI EGA WARDANI

NPM   : 1501070206

Fakultas   : FTIK

Angkatan   : 2015

Telah menyerahkan buku berjudul : THE BILINGUAL MENTAL LEXICON

Interdisciplinary Approaches

Metro, 15 NOVEMBER 2019

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0809/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **SINDI EGA WARDANI**
NPM   : 1501070206
Semester   : 8 (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : IMPROVING STUDENT TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG

untuk melakukan *pra-survey* di SMA NEGERI 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 April 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

PEMERINTAH DAERAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962   NSS : 301120208048
AKREDITASI 'A'
Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id   Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 423.4 / 299 / V.01 / SMA /2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : SINDI EGA WARDANI
NPM : 1501070206
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Akan mengadakan Pra Survey pada tahun pelajaran 2018 – 2019 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **" IMPROVING STUDENT TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG ".**

Berdasarkan   surat   dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-0809/In.28.1/J/TL.00/04/2019, tertanggal : 02 April 2019 perihal permohonan izin Pra Survey. Pada dasarnya kami mengizinkan sepanjang tidak menganggu Kegiatan Proses Belajar Mengajar di SMA Negeri 1 Punggur.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 05 April 2019
Kepala SMA Negeri 1 Punggur,

DRS. SUNTORO
Pangkat : Pembina Tk.I/ IV.b
NIP 19640217 199512 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SINDI EGA WARDANI
NPM : 1501070206

Fakultas/Jurusan : TBI
Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	25/06/19			Understand every single Word	
	4/07/19			Still Understand every word	
	15/08/19			ACC for Seminar Proposal Please Read Robayah & Nabdan	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedy Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sindi Ega Wardani   Jurusan : TBI
NPM : 1501070206   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 27/3-19		✓	Revise ch. I.	
			✓	~~Revise Proleta~~ Revise Problem Identification.	
2	Rabu 15-5-2019		✓		
3	Rabu 3/7-19.		✓	Acc ch. I continue to ch-II.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SINDI EGA WARDANI
NPM : 1501070206

Fakultas/Jurusan : FTIK/TBI
Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selaso 9/7-19		∨	Enrich theory about strategy	
2.	Rabu 17/7-19.		✓	Revue Process of translation. Revise the figure!	
3.	Kamis 25/7-19		✓	Acc ch. II Continue ch. III.	
	Kamis 1/8-19.		✓	Revise steps of the research!	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SINDI EGA WARDANI   Fakultas/Jurusan : FTIK/TBI

NPM : 1501070206   Semester/TA   : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
	Kamis 8/8 - 19		∨	Acc Ch. III	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinilah Harya, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SINDI EGA WARDANI   Fakultas/Jurusan : FTIK/TBI

NPM : 1501070206   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/10/2019			Blue print Of Research Instrument	
	21/10/2019			Research Instrument ACC	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SINDI EGA WARDANI   Fakultas/Jurusan : FTIK/TBI

NPM : 1501070206   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 4-10-19		✓	Revise IPD.	
	Senin 7/10-19		✓	Acc IPD	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-3404/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SINDI EGA WARDANI**
NPM	:	1501070206
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS TRANSLATION MASTERY BY USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
setempat

SUNTOKO
19640217 199512 1002

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3405/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3404/In.28/D.1/TL.01/10/2019,
tanggal 23 Oktober 2019 atas nama saudara:

Nama	:	**SINDI EGA WARDANI**
NPM	:	1501070206
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam
rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan
dengan judul "IMPROVING STUDENTS TRANSLATION MASTERY BY USING
DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF
SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI "A "
Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 422 / 642 / V.01 / SMA / 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten
Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**SINDI EGA WARDANI**
NPM	:	1501070206
Semester	:	9 (Sembilan)
Program Studi	:	Pendidikan Bahasa Inggris

Telah selesai mengadakan Penelitian untuk tugas akhir yaitu pembuatan skripsi
dengan judul : **" IMPROVING STUDENTS' TRANSLATION MASTERY BY USING
DESCRIPTIVE EQUIVALENT STRATEGY AT THE ELEVENTH GRADERS OF
SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG".**
Berdasarkan surat dari Institut Agama Islam Negeri Metro   Fakultsa Keguruan dan Ilmu
Pendidikan (FKIP) Nomor : B-3405/In.28/D.1/TL.00/10/2019, tertanggal : 23 Oktober 2019
perihal permohonan izin Penelitian.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 20 November 2019
Kepala SMA Negeri 1 Punggur.

NTORO
Pangkat : Pembina Tk. I / IV.b
NIP. 19640217 199512 1 002

Nomor : B-3026 /In.28.1/J/PP.00.9/9/2019   26 September 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Sindi Ega Wardani
NPM   : 1501070206
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : Improving Students' Translation Mastery By Using Descriptive Equivalent Strategy At The Eleventh Graders Of SMA Negeri 1 Punggur Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011047

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : SINDI EGA WARDANI   Fakultas/Jurusan : TBI

NPM : 1501070206   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/12/19	✓		1. Display your data accurately 2. Tables & figures 3. Suggested display A. Research setting (2 page) B. Research Result Cycle 1 Cycle 2 C. Interpretation comparison between Cycle 1 & Cycle 2 D. Discussion	
	9/12/19	✓		Chapter IV ACC Please revise according	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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IAIN METRO

Nama : SINDI EGA WARDANI   Fakultas/Jurusan : TBI

NPM : 1501070206   Semester/TA   : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/12/2019			I found serious problem in Discussion some of the papers use the same format	
				Chapter IV ACC Chapter V please revise accordingly	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing I

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Nama : SINDI EGA WARDANI   Fakultas/Jurusan : TBI

NPM : 1501070206   Semester/TA   : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17/12/2019			Abstracts need revision	
	17/12/2019			ACC for Munaqosyah	

Mengetahui :
Ketua Jurusan TBI

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NPM : 1501070206 Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 19/11-19		✓	- Revise List of figure. - Abstract - Revise table 13, 15, 17, 19	
2	Rabu 27/11-19		✓	Revise figure 3.	
3	Jum'at		✓	Revise grammar Revise all table.	
4.	Selasa		✓	Acc ch. IV	

Mengetahui :
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Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

CURICULUM VITAE

The name of the writer is Sindi Ega Wardani. She was born in Untoro, on July 19th 1995. She is the first and only daughter of Mr. Kusnan and Mrs. Kustiyah. She lives in Bumi Raharjo Central Lampung.

She was enrolled her study in the Kindergarten of TK PKK Sumbangsih Bumi Raharjo on 2000 and graduated on 2001. She continued her study at SDN Bumi Raharjo on 2001 until 2007. In line with her focus on study, she continued her study at SMPN 1 Trimurjo on 2007 and graduated on 2010. She decided to continue her study at SMA Purnama Trimurjo and took Sciences program on 2010 until 2013. Then, on 2015 she was registered as a SI students of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.