

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING COMMUNICATIVE  
TRANSLATION METHOD TOWARD THE STUDENTS'  
TRANSLATION PERFORMANCE AT THE FIFTH SEMESTER  
OF ENGLISH EDUCATION STUDY PROGRAM OF STAIN  
JURAI SIWO METRO IN ACADEMIC YEAR OF 2013/2014**

**Tarbiyah Department  
English Education Study Program**



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**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
1435 H/ 2013 M**

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for the Degree of Sarjana Pendidikan(S.Pd)  
in English Education Study Program

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**ABSTRACT**

By  
**LELI SEPTIA DEWI**

Translation is a changing and transferring of the form and the meaning from source language into equivalent target language. In the fact, many students always used word by word translation when they are translating of the text. It caused by the students judgement that the result of the translation of the target language (TL) would become appropriate with the source language (SL). So the result and the purpose of the translation and the purpose of the source language become different in target language and the message can not be send to the reader. Referring to these phenomena, it can be considered that studying the translation is no easy. Communicative translation attempts to reader the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. It means that the result of the communicative translation can be understood by the reader and the message can be received. The objective of this research is to investigate whether there was influence of using communicative translation toward translation performance.

Furthermore, the researcher conducted the *true experimental design*, by applying *pre-test* and *post-test* as the instrument. In accordance with the technique in present research, experimental design, the data was analyzed by using t-test that enable to investigate the differences between the experimental group with used group technique and the control group which without used group technique

Moreover, the result of data analysis illustrates that  $t_{\text{observed}} = 3,048$ . Next,  $t_{\text{observed}}$  is consulted to  $t_{\text{table}}$  of the significant level of  $5\% = 1.99$ . finally, the data confirm  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ . thus it can be inferred that the alternative hypothesis ( $H_a$ ) is accepted. There is positive and significant influence between experimental class and control class at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro

**PENGARUH METODE KOMUNIKATIF TERHADAP  
KEMAMPUAN MENERJEMAHKAN MAHASISWA  
SEMESTER 5 PRODI PBI STAIN JURAI SIWO METRO  
TAHUN AKADEMIK 2013/2014**

**ABSTRAK**

**Oleh  
LELI SEPTIA DEWI**

Menerjemahkan adalah merubah dan mengalihkan bentuk dan arti menjadi sepadan dari bahasa sumber ke bahasa sasaran. Faktanya, para siswa selalu menggunakan penerjemahan kata demi kata ketika mereka menerjemahkan suatu teks. ini disebabkan karena siswa menganggap hasil penerjemahan dengan mengartikan perkata dari bahasa sasaran akan sesuai dengan bahasa sumber. Sehingga, hasil terjemahan dan tujuan dari bahasa sumber berbeda dalam bahasa sasaran dan pesan tidak tersampaikan kepada pembaca. Berdasarkan fenomena tersebut dapat dianggap bahwa pelajaran menerjemahkan itu tidak mudah. Penerjemahan komunikatif berusaha untuk pembaca, arti yang tepat berdasarkan konteks sehingga kedua isi dan bahasa segera dapat dipahami dan dapat diterima oleh pembaca. Ini berarti bahwa hasil penerjemahan komunikatif dapat dimengerti oleh pembaca dan pesan dapat tersampaikan. Tujuan penelitian ini adalah untuk meneliti apakah ada pengaruh dari penggunaan metode penerjemahan komunikatif terhadap kemampuan menerjemahkan siswa.

Penelitian ini merupakan *Tru Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan teknik penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara kelompok eksperimen yaitu kelas yang menggunakan grup teknik dan kelompok kontrol yang tidak menggunakan grup teknik

Akhirnya, data hasil penelitian menunjukkan bahwa  $t_{\text{observasi}} = 3,048$ . Selanjutnya,  $t_{\text{observasi}}$  dikonsultasikan dengan  $t_{\text{table}}$  dengan taraf signifikan  $5\% = 1.99$ . Data tersebut menyatakan bahwa  $t_{\text{observasi}}$  lebih besar dari  $t_{\text{table}}$ , ini dapat di artikan bahwa  $H_0$  diterima. Dan dapat disimpulkan bahwa ada pengaruh yang positif dan signifikan antara kelas eksperimen dan kelas kontrol semester 5 PBI STAIN Jurai Siwo Metro.

## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli ahli penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, December 2013

Yang menyatakan

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Metro, December 2013

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## **MOTTOS**

“Alhamdulillah”

“Praise to be Allah”

“Language is a collection of inexhaustible words as inexhaustible God’s grace”

(A. Chaedar Alwasilah)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My wonderful Parents, who set me on my path.

My teachers, my sister and my friends, the light of my nice  
journey



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The writer realized that this script still far from perfect. For this, the writer hopes positive suggestion or critique to improve this undergraduate thesis. Finally, the writer hopefully this undergraduate thesis will be useful for the writer and all the reader.

Metro, December 2013  
The writer

Leli SeptiDewi  
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# **CHAPTER 1**

## **INTRODUCTION**

### **A. The Background of The Problem**

Language is the most important aspect in the life of all beings. We used language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

With the globalization of economic and the development of science, the world has got smaller and smaller. So, English is considered as one of the most vital communicative language in the world. English has been recognized as an international language. That is, people who come from diverse geographic background, religion and cultures have had agreed media to communicate with each other.

There are four basic skills in learning, they are listening, speaking, reading, and writing. There are several things needed to be considered in order to be able to use English properly. Among other things are translation, vocabulary, language style and way of reading and writing well. Translation also demands of understanding the branches of English subject such as grammar, morphology, semantics etc. Referring to human relation, translation becomes integral part of guiding the people learning relation intercultural and in both science and

technology. Translation ability is needed to increase the knowledge. Translation performance means skill to do translation quickly and effectively. It means the message from source language can be sent to the target language correctly and accurately.

Translation is a changing and transferring of the form and the meaning from source language into equivalent target language. Not only translate word by word, but also emphasizes at the equivalent meaning based on the source language without changing the purpose of message of the text. A person who translates from one language to another language is called a translator. Still many translator are doing some mistake. Most of mistake are by reason of difficulty in using suitable equivalent to word, phrase, clause, sentence, in equality of language structure, background of language culture, and writing certain word. These mistake absolutely influence the result and the purpose of the translation and the purpose of the source language become different in target language and the message can not be sent to the reader. Referring to these phenomena, it can be considered that studying the translation is not easy, it needs to know the method or strategy in translation.

One of eight translation methods is the communicative translation method. Communicative translation method included for informative and vocative text, cultural components tend to be transferred perfectly as it is in its original in expressive text; transferred and explained with culturally neutral term in informative very acceptable for readership. Function communicative



translation basically also emphasized the transfer of message, this method of contextual meaning reproduce effort such a way that aspect of language nor direct the content aspects can be understood by reader.

Based on explanation above, translation has an important role in studying process. But, in fact most students have a poor ability in translation. They do not know method and right procedure in translation. So, they produce unqualified translation result. There are some problems faced by students in translating. It makes them difficult to translate the text. Here, the writer becomes interesting to know the influence of communicative method in translation for students of English Education Study Program of State Islamic Collage Jurai Siwo Metro

In this case, the researcher has conducted a pre survey by asking them to translate text given. Based on the pre-survey at April 27<sup>th</sup> , 2013, the researcher has gotten the data of translation performance at the fifth semester in English Education Study Program in academic years of 2013/2014. It could be illustrate the score of translation performance, namely the score of translation performance among 10 students. 1 student was included score of good translation (61-75), 5 students were included score of fairly good translation (46-60), and 4 students included score of bad translation (20-45).

By analyzing the pre survey result above, it can be concluded a great deal students of English educational program gain the low in translation.

## **B. Problem Identification**

Based on the above background, the researcher identified some problems as follow;

1. The students of English Education Study Program have a low ability in translation.
2. The students of English Education Study Program do not know the method and right procedure in translation
3. The students of English Education Study Program always using word-for-word translation method in translating.

## **C. Problem Limitation**

For there is a absolutely number of problems dealing with translation performance, the writer limits the problem only to the Influence of using communicative translation method toward the students' translation performance at the fifth semester of English educational study program of State Islamic Collage Jurai Siwo Metro

## **D. Problem Formulation**

Based on the background of the problem and problems identification above, the writer formulated the problem in this research is. "Is there any positive and significant Influence of Using Communicative Translation Method toward

the Students' Translation Performance of English Education Study Program of State Islamic College Jurai Siwo Metro?

## **E. Objectives and Benefits of Research**

### **1. The Objectives of The Research**

The objectives of this research is to find out whether there is a positive and significant Influence of Using Communicative Translation Method toward the Students' Translation Performance of English Educational Study Program of State Islamic Collage Jurai Siwo Metro

### **2. Benefits of The Research**

- 1) To enable the students to increasing translation performance in the most efficient way.
- 2) To enable the students make the target scripts more readable.
- 3) As inspiration to the lecturer to make a better teaching of translation.
- 4) Giving more knowledge about translation to the writer and readers, generally.

## CHAPTER II

### THE LITERATURE REVIEW

#### A. The Concept of Translation

The term translation is commonly defined as the process of changing in the written or spoken from one language into another language.<sup>1</sup> The first of these two interpretations explaining to translation as a **process**, the second to the **product**. This presently means that the term translation includes very divergent perspectives. The first sense focuses on the role of the translator in taking the authentic or **source text** (ST) and turning it into a text in another language (the **target text**,TT). The second sense centers on the concrete translation **product** produced by the translator.

Another definition is also proposed by Willl, he states that translation is a procedure which leads from a written source language text to optimally equivalence target language text. Based on the statement above, it can be inferrend that getting a good translation result is not easy. The main requirements are widely knows, comprehending and haveing a good knowledge about two languages mentioned (source and target language).

In line with the concept of translation, definition is also proposed by Brislin, That translation is the general term referring to the transfer of thought and ideas from one language (source)to another(target),whether the

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<sup>1</sup> As Hornby,*Oxford Advance Learner's Dictionary International Student's Edition 6t h edition*(new jersy:oxford university press,2003),p.1438

language are in written or oral form<sup>2</sup>. Translation an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as communicative translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting<sup>3</sup>.so many translation theories that make translation seem difficult but actually translation is just a transferring meaning of language from one to the other.

Translation known as a form of inters culture communication by this way translation can make easy the human to communicate each other with comprehending one of language that they understand each other. As a means of communication, translation is used for multilingual notices,which have at last emerged increasingly clearly in public places; forinstructions issued by exporting companies; for tourist publicity, where it is too often produced from the native into the 'foreign' language by natives as a matter of national pride; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence, textbooks to convey information, advice and recommendations for every branch of knowledge. Its volume has increased with the rise of the mass media, the increase in the number of independent countries, and the growing recognition of the importance of

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<sup>2</sup> Langgeng Budianto and Aan E, Fardani, *Apractical Guide for Traslation Skill*(Malang:UIN-Maliki Press),p.1-6

<sup>3</sup> Basil Hatim and Jeremy Munday, *Tanslation An Advanced Resource Book*,( New York:Routledge 270 adison Ave,2004),p.3-4

linguistic minorities in all the countries of the world<sup>4</sup> The first explanation about translation, there are two senses that is process and product. The second sense centers on the concrete translation product produced by the translator. A translator is always trying to broad his knowledge and improve his means of expression; he is always looked after facts and words. He works on four levels: translation is first a science, which entails the knowledge and verification of the facts and the language that describes them - here, what is wrong, mistakes of truth, can be identified; secondly, it is a skill, which calls for appropriate language and acceptable usage; thirdly, an art, which distinguishes good from undistinguished writing and is the creative, the intuitive, sometimes the inspired, level of the translation; lastly, a matter of taste, where argument ceases, preferences are expressed, and the variety of meritorious translations is the reflection of individual differences.

#### 1. The Translation Process

Dr.Ronald H.Bathgate, in the essay entitled”A Survey of Translation Theory” proposed translation process as follows:

##### a. Tuning

By this we mean getting the feel of the text to be translated. Depending on their area of work, translator need to be able to produce the language of a poet or novelist, lawyer or economist, research physicist or factory manager, advertising copywriter or bible prophet. Each “register”, as

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<sup>4</sup> Newmark,Peter, *A Textbook of Translation*,( London:Prentice Hall International Ltd,1998),p.7

it is commonly called, demands an efferent psychological approach, a different choice of words or turn of phrase. If the text is difficult or of the type which is not so familiar to the translator, he may want to read some background literature or consult the author (if available) or some other adviser.

b. Analysis

Once the translator has attuned his intellect to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units – words or phrase. He will also determine the syntactic connection between the various basics of the sentence. At the same point in this stage (or the understanding or terminology stage), it may be essential to determine relations between elements in larger section of the text, in the importance of consistency.

c. Understanding

After having separate the sentence to be translated into its basics, the translator generally put it together again in a form which he can understand or respond to emotionally. The extensive to which he can do these will depend on his basic knowledge of the subject affair. There has been a great deal of discussion about the extent to which a translator to be able to understand the text he translates-about how much interest he should wage to the “content” as defied to “form”; to seem clear that due attention to both form and content is essential.

d. Terminology

The next steps is to consider the key word and phrases in the sentence to make sure that apart shape understanding them and feeling what the suggest, one has translation for them which in line with standardized application and is neither misleading, ridiculous nor onset for the target language reader. Both in this phase and in the preceding (understanding) phase, discussion with the author or some other adviser is often advisable as the best way to help the translator analyze some of his problem.

e. Restructuring

When all the stones needed for the build of the target language text have been gathered or made, the translator will fit them together in a form which in accordance with goose usage in the target language. This is the phase where “form”, as opposed to “content” comes into its own.

f. Checking

The translator wool doubtless checks his draft translation for typing error and passage where a second perusal suggests a more elegant or more correct translation. In addition, it is quite common for someone other than translation to read through the finished translation and make or suggest changes. In the case of specialized texts, this is often the source language author or someone else with a better command of the subject matter than the translator. In any case, it is important that the translator should be consulted at this stage. It still happens too often than he corrector, while the improving the



content of the target language text, introduces blemishes in the firm which are then published under the translator's name.

g. Discussion

For this reason, a good way to end the translation process is often with the discussion between the translator and the expert on the subject matter. As Nida and Thaber point out in their books *The Theory and Practice of Translation*, it is generally inadvisable to make committee meeting-with more than two participants –out of this: to many cooks spoilt in the broth. On the other hand, it is sometimes necessary to point out to translator that they should not work in isolation, and to help them on acquiring the social skill needed or such discussion.<sup>5</sup>

## 2. The Translation Procedures

The steps to be discussed below include:

a. Preparation

There are two kinds of translation. First, there is the preparation which the translator should have before beginning the translation task and, secondly ,there is preparation which he undertakes as he begin work on specific translation project. the first kind of preparation should have include training in writing, in linguistic, and in translation principles.(preparation in writing and some linguistic studies have been assumed for students using this book).

The translator should have had practice in writing the receptor language. Unless he has done some creative writing, other than translation, it

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<sup>5</sup> A.Widyamartaya,*seni menerjemahkan*, (Yogyakarta:kanisius,1989)p.40

will be hard for him to write naturally in receptor language. Good writers make good translation. They are used to putting the form of language on the paper. Attending a writer's workshop may be excellent preparation for translation. Such a workshop would also give help in matters of manuscript preparation and publishing. It is also helpful if the translator has had enough linguistic study so that he can discover the features of the receptor language which indicate the groupings, cohesion, and prominence in that language. He needs to be able to make comparisons between the lexical structures of the two languages.

b. Analysis

As the translator reads through the text, he should write down any lexical items which seem to be key word. These will be words which are crucial to an understanding of the text. One of the first steps in analysis should be a careful study of these key words, in order to find a good lexical equivalent in the receptor language. Often it will be necessary to consult dictionaries and encyclopedias for more information. The components of meaning which are crucial and need to be transferred should be identified.

The principles of analysis are thought beginning with the smaller units and moving up to the whole discourse, the actual analytical process is the opposite. The translator analyzes the larger units first, identifying the units and the relations between them, deciding which are more prominent, etc. Then he studies the smaller units, such as paragraphs and sentences. The analysis of the source text, as well as the transfer into the receptor language,

is a dynamic process. Although the translator begin with the larger units and move down to smaller ones, he will also be constantly moving back to look at the larger units and reevaluate his analysis on the basis of the analysis of smaller units. This moving back and forth between larger and smaller units is very important. If the translator simply translation sentence, without keeping the episode structure in mind, for the example, the translation will contain distortions of meaning. On the other hand, it is impossible to keep clearly in mind a very large unit. The paragraph is probably the basic unit which the translator should focus on, while at the same time moving up to higher levels and down to detail.

c. Transfer

Transfer is the process of going from the semantic structure analysis to the initial draft of the translator. The transfer takes place in the mind of the translator. the semantic analysis will have eliminated most of the skewing between the deep and surface structure of the source text. After this is done the translator is faced with transferring this meaning into the second language and introducing the appropriate receptor language skewing. A literal translator of the semantic structure display will not be a good translation. In the transfer process, the translator is producing a receptor language equivalent. In carrying out this process, he will look for good lexical equivalence for concept of the source language and culture, he will decide whether or not the figurative and rhetorical devices of the source language will be transferable or if some adjustment will need to be made, he will

consider what grammatical forms to use to best communicate the correct meaning, and he will consider how to signal cohesion and prominence. The kinds of adjustments that will be made have been illustrated throughout this book. Without an adequate study on translation principles the transfer process can be very difficult and the result unsatisfactory. The transfer process will result in an initial draft.

d. Initial draft

As the translator begins the initial draft, he should be working at paragraph level. Once he is sure what the paragraph is to communicate, he should compose the draft as naturally as possible, without looking at the source language or even the semantic rewrite. He should just let it flow naturally, expressing the meaning clearly. It is easier to polish a draft which is natural, even if it does not include all the information, than rework a text for naturalness later. Once he has a natural draft of the paragraph, he can check for any missing information, for accuracy, etc. A good translation is based on good analysis. If the analysis was well done and the meaning is clear, the translator will not find it difficult to express the meaning in the receptor language.

e. Reworking the initial draft

The reworking of an initial draft should not be undertaken until a larger section is completed. It is best if the draft has been left untouched for a week or two. In this way the translator comes with a fresh look at it and is able to be more objective in his evaluation and reworking of it. The reworking the initial draft includes checking for naturalness and for accuracy.

The first thing the translator will do is to read through the manuscript of this larger unit which he is checking. Sometimes it helps to read it put loud or to read it into a tape recorder and listen to it. He will need to read through several times, concentrating on one potential problem at a time.

The second thing the translator will need to do is to check for accuracy of meaning. He can only do this by a careful comparison with the source text and the semantic analysis. Some of the problems he may find are, something omitted, something added, a different meaning or zero meaning, that is , the form used just does not communicate any meaning at all. When checking the meaning, he will look not only at the meaning of the word, but also of the sentence and especially the relation between the sentence and the paragraph and the larger units.

The third thing the translator will need to check is the whether or not the theme comes through clearly. Not having looked at the draft for a while, he may be able to evaluate this. This may be one of the things which will be more easily evaluated through the comprehension testing which will be done a bit later in the procedures.

f. Testing the translation

Testing should be begun early in the project. After the first section, episode, or chapter is complete, it should be tested. If early materials are tested, this will give feedback to the translator which will point out his weaknesses and help him to do better and better as he moves along. He will not keep making the same kinds of mistakes over and over. Also, the testing will be more adequate if done on smaller units. If it is left until there is a great volume of work, it may it is all finished, it will need a final revision, looking at it as a total discourse as well.

3. The Translation Methods

Newmark mentions the differences between translation methods and translation procedure, state that “translation methods relate to whole text and translation procedure are used for sentences and the smaller units of language”.<sup>6</sup> It illustrates that translation methods and procedure has a different role in translation. Newmark in machali suggest two translation methods the first method that emphasize to the source language and the second is the method that emphasize to the target language. In the first method the translator tries re convey the contextual meaning of the source text accurately. In the second method the translator tries to produce the same impact with what the original writer hope toward the source language the reader. Machali mention some translation method as follow<sup>7</sup>

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<sup>6</sup> Newmark, Peter, *op.cit*, p.21

<sup>7</sup> Rochayah Machali, *Pedoman Bagi Penerjemah* (Jakarta:Grasindo), p.50

a. Word for Word Translation

This is shown as interlinear translation, with the target language immediately below the source language word. The source language word order is maintained and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word for word translation is either to understand the mechanic of the source language or to explain the meaning of the difficult text as a pre translation process

b. Literal translation

The source language grammatical constructions are changed to their nearest target language equivalent but the lexical word are again translated singly, out of context. As a translation process, this indicates the problem to be solved. Ex: "it's raining cats and dogs" in English become "hujan kucing dan anjing" in Indonesia, it's make un realistic meaning, but if we translate it using literal method, it will be "hujan deras"(heavy rain)

c. Faithful translation

A faithful translation is attempt to reproduce accurate contextual meaning of the original within the restriction of the target language grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality (derivation from source language norm) in the translation. Its attempts to be completely faithful to the intension and the text realization of the source language writer.

d. Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more consideration of the aesthetic value that is beautiful and natural sound of the source language text; it is not compromising the meaning where appropriate so that no resemblance in sound in word, word play or repetition jars in the vanished version. Further it may translate important cultural words by cultural word by culturally neutral third or functional term but not by cultural equivalents. The distinction between faithful and semantic translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception accuracy and allow for translator's intuitive empathy with the original.

e. Adaptation

This is the freest translation and closest with the source language. It is used mainly for play (comedies) and poetry; the theme, character, plot are usually maintained; the source language culture is converted to the target language culture and rewritten by an established dramatist or poet has produced many poor adaptations but other adaptations have "rescued" period plays.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is paraphrase much longer or smaller than the original, a so called 'intralingua translation'. Often too long an pretentious, and the target language text has changed at all.

g. Idiomatic translation



Idiomatic translation reproduces the message of the original but tends change the nuance of meaning by preferring colloquialism and idioms where these do not exist in the original.

h. Communicative translation

Communicative translation attempts to reader the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. It means that the result of the communicative translation can be understood by the reader and the message can be received. Based on explanation about the characteristic of translation methods above, it can be inferred that the most ideal translation method is communicative translation. It uses the communicative language that can be understood by the readers. A good translation must be flexible to the both of language (target language and source language). Not only that, but also the translator must know for whom the translation intended, so the target language more flexible to be read by the reader.

Translation is never innocent. There is always a context in which translation takes places, always a history from which a text emerges and into which a text is transposed.<sup>8</sup> Translation is never stand alone and sometimes translation depends on the context of the text that will be translated. Therefore, the translator must notice the context including time, place, the writer or interlocutor, kind of text such as colloquial, and scientific because they will affect the result of translation, moreover in choosing the correct

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<sup>8</sup> Zainurrahman, *The Theories of Translation*, (journal. Translation, 2009), p. 102

word and equivalent meaning, also stereotype and the culture of source and target language.

In translation of English to Indonesia or Indonesia to English, there are some problems; the first is meaning, the meaning of the words not only affected by position in the sentence but also the aspect of knowledge which the word is used. In the context of meaning, Nababan in his book adds some kinds of meaning in translation<sup>9</sup>; the first is lexical meaning. Lexical meaning is a dictionary meaning. Sometimes the meaning in the dictionary is out of context and has some meaning, so there must be difficult to determine the certain meaning. The second is grammatical meaning; grammatical meaning is a correlation between language component in the bigger unit, the correlation between word, phrase or clause. The meaning of the word depends on the which position of the word and in the sentence as a predicate or object. The third is contextual and situational meaning, it is related in the context and situation of the word is used. It also depends on the time, place, the interlocutor and also feeling and situation. The fourth textual meaning, it is related to the content of the text. The distinction in the kind of text can make different meaning. The use of the word in the colloquial text has a different meaning when the word is used in the scientific or even in literary text. For example the word 'morphology' in the biology text has a different meaning with the word 'morphology' in language learning. The fifth is socio cultural meaning; it is related to the culture of the language interlocutor.

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<sup>9</sup> Rudolf Nababan, *Teori Menerjemahkan Bahasa Inggris* (yogyakarta: Pustaka Pelajar, 2008), p.48

## **B. The Concept of Communicative Translation Method**

The communicative translation method is the one from eight translation method. According Newmark the method are Word-for-word translation, Literal translation, Faithful translation, Semantic translation, Adaptation, Free translation, Idiomatic translation and Communicative translation.

Communicative translation method included for informative and vocative text, cultural components tend to be transferred perfectly as it is in its original in expressive text; transferred and explained with culturally neutral term in informative very acceptable for readership. But the most difficult thing to understand the text of the source language is particularly not caused by the limited belonging of vocabularies but much often by their disabilities of grasping “the main idea” of the text they read, lexical meaning or stylistic values of English word whose real meanings may vary based on the other word existing together in the sentence.<sup>10</sup>

Based on the nature of communication, Newmark state that as a means of communication through his statement as follow.<sup>11</sup> “Translation basically a means of communication or a manner of addressing one or more person in the speaker presence”. As a communication tool, translation should be returned its primary function as a means on convey or express an idea or feeling to other. If this opinion can be acceptable, then a translation should

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<sup>10</sup> Rachmat Effendi P, Cara Mudah Menulis dan Menerjemahkan, (Jakarta: HAPSA et STUDIA, 2004), p.34

<sup>11</sup> Rudolf Nababan, op.cit, p.41

not only have the form and meaning, but also function communicative translation basically also emphasized the transfer of message, this method of contextual meaning reproduce effort such a way that aspect of language nor direct the content aspects can be understood by reader.

Newmark state that Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.<sup>12</sup> It means that the result of the communicative translation can be understood by the reader and the message can be received. Based on explanation about the characteristic of translation methods above, it can be inferred that the most ideal translation method is communicative translation. It uses the communicative language that can be understood by the readers. A good translation must be flexible to the both of language (target language and source language). Not only that, but also the translator must know for whom the translation intended, so the target language more flexible to be read by the reader.

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

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<sup>12</sup> Newmark, Peter, op.cit, p,45

There are two variables in this research. They are independent variable and dependent variable, the independent variable is communicative translation method and the dependent variable is translation performance.

Translation know as a form of cross culture communication by this way translation can make easy the human communicate each other with knowing one of language that they understand each other. But to get understand of the text is not easy. Still many students are doing some mistakes. These mistakes absolutely influence the result and the purpose of the translation and purpose of the source language become different in target language and the message cannot be sent to the reader. Referring to these phenomena, it can consider that studying translation is not easy. It needs to know the method or strategy of translation. In teaching translation the teacher can be applied one of translation method, which is communicative translation method.

Communicative translation method to be simple, clear and brief, and is always written in a natural and resourceful style. It could be inferred that the most ideal translation method is communicative translation. It used the communicative language that could be understood by the readers.

Based on above explanation, it could be formulated the theoretical framework are communicative as a method used properly in teaching and learning English process so that students' translation performance could be risen conversely, if communicative as a method not used properly in teaching

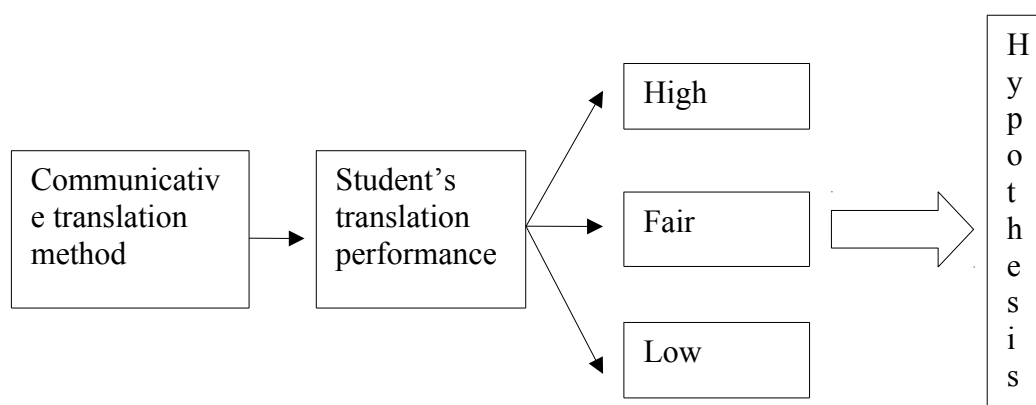
and learning English process so that students' translation performance cannot be risen.

## 2. Paradigm

Paradigm is the correlation pattern among the variables which will be researched.<sup>13</sup> Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1

### The Influence of Using Communicative Translation Toward Translation Performance



Based on the paradigm above, it could be seen that if by using communicative translation method is very good; the grade of students' translation performance will be very good, that there are any positive and significant influence of implementation of communicative translation method toward the students' translation performance of English Education Study

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<sup>13</sup>Buku *Pedoman Penulisan Karya Ilmiah Skripsi, Karya Ilmiah*, (Metro : STAIN Jurai Siwo Metro, 2012, p.42

Program of State Islamic Collage Jurai Siwo Metro in academic year 2013/2014. And if by using communicative translation method is good, the grade of students' translation performance would be good. So if by using communicative translation method is bad, the grade of students' translation performance would be bad, that there is no positive and significant influence of implementation of communicative translation method toward the students' translation performance of English Education Study Program of State Islamic Collage Jurai Siwo Metro in academic year 2013/2014.

#### D. Hypothesis Formulation

Based on the theoretical framework and paradigm above the researcher formulated the hypothesis as follows: Alternative Hypothesis ( $H_a$ ): "There is a positive and significant influence of communicative translation method toward the students' translation performance of English Education Study Program of State Islamic Collage Jurai Siwo Metro in academic year 2013/2014.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research used a quantitative research. Quantitative research is clarifying phenomena by accumulating numerical data that are analysed using mathematically to finding knowledge.<sup>1</sup> This research is an experiment research by using true experimental design which consists of control group pretest posttest design. This design is used to compare the situations before and after treatment with restrain group.

This research was organized in State Islamic Collage Jurai Siwo Metro. In this research will have investigated the fifth semester of State Islamic Collage Jurai Siwo Metro in the academic years of 2013/2014.

#### **B. Population and Sampling Technique**

##### **1. Population**

Youngest Kumar Singh said that “population or universe means, the whole mass of observations, which is the parent group from which a sample is to be realized<sup>2</sup>. It means that the population is all subject which would be presumed in this research.

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<sup>1</sup> *Buku Pedoman Penulisan Karya Ilmiah Skripsi*, (Metro : STAIN Jurai Siwo Metro, 2012), p.36

<sup>2</sup> Youngesh Kumar Singh, *Fundamental Of Research Methodology and Statistic*, New Delhi, New Age International (P) Limited, 2006, P.82



The population in this research is the students at the fifth semester of State Islamic College Jurai Siwo Metro in the academic years of 2013/2014 . In this research the total population are 238 students.

## **2. Sampling Technique**

A sample is a component of a population that is used to represent the all group as a whole. From 5 classes, writer was took 2 classes as a sample so writer used the cluster random sampling. Cluster random sampling is a technique to another sample using the principle of probability. In Cluster sampling the sample units contain groups of substances (clusters) instead of individual component or items in the population.<sup>3</sup>

In this research the resesarcher was used two classes, the first as an experimental class that receives the special treatments that was taught English by communicative translation method, and the second was the control class that no using communicative translation. The writer decided that class D as an experiment class and class B as a control class. The writer was chosen class D because in this class translation low result.

### **C. The Operational Definitions of Variables**

Operational definitions of variables in this research are:

#### **1. Independent Variable**

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<sup>3</sup>Ibid., P.89

Independent variable is the primary variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is communicative translation method which is defined as a translation performance in translation process to get the target language without translates word by word. In this research the students can translate using communicative translation method. The method was accompanied by translation text, start from the teacher giving the rulers of doing the test, distributing the translation text and then asking the students to finishing the questions for 30 minutes.

The indicators of independent variable (variable x) are follows;

- a. The students can translate in communicative translation well
- b. The students can translate by directly, accurately, and naturalness
- c. The students can apply communicative method in translation performance

## 2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is translation performance that can be defined as knowledge of student in identification the text such us: main idea, topic and the other. In this research the students can identify and analyze the translation text.

The indicators of dependent variable (variable y) are follows;

1. The students can translate of the source language into equivalence of a target language.
2. The students can transfer thoughts and ideas from one language (source language) to another language (target language).

#### **D. Data Collection Method**

##### **1. Test**

Ary states that “Tests are valuable measuring instruments for educational research”<sup>4</sup>. It means that a test is one of the tools to measure the students’ basic ability and achievement. Moreover, the writer used test as data collection method to measure both of the variable. The research measure the translation performance of the student by giving translation performance test using communicative texts.

A test that used in this research is achievement test. Achievement test is test that used to measure the achievement of someone after learning something. To know the result of test so the researcher used rate of test, from pretest till post test.

##### **2. Documentation**

In getting the information, the researcher was got three kind of source such us: paper, place and people. According to Suharsimi Arikunto said that

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<sup>4</sup> Donal Ary *et.al*, *Introduction to Research in Education*, USA, Rinehart and Winston, 1979  
p:179

“Documentation is the tools which have written like books, magazines, document, regulation, note, etc.”<sup>5</sup>

The researcher used the documentation to get detail information about communicative translation method, translation performance and the condition of State Islamic Collage (STAIN) Jurai Siwo Metro.

## E. Research instrument

The research instrument in this research would be the tests which would be described as follow:

### 1. Instrument Blueprint

Instrument in this research was designed and adapted with the indicators which have been specified. Moreover, the instrument used in the test form that consists of text.

Furthermore, there were two tests in this research. The first test was pre-test and the second was post-test.

In addition, the researcher demonstrated the research instrument in the form of grilles as follows;

**Table 1**

The instrument grilles test for translation performance

N	Variable	Indicator	Item numbers
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<sup>5</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. PT Rineka Cipta, 2006.p.158.

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1	Communicative Translation Method (Variable X)	<ol style="list-style-type: none"> <li>1) The students can translate in communication translation well</li> <li>2) The students can translate by directly, accurately and naturalness</li> <li>3) The students can apply communicative translation method in translation performance</li> </ol>	<p>1,2,</p> <p>3,4</p> <p>5</p>
2	Translation performance (Variable Y)	<ol style="list-style-type: none"> <li>1) The students can translate of the source language into equivalence of a target language.</li> <li>2) The students can transfer thoughts and ideas from one language (source language) to another language (target language)</li> </ol>	<p>1</p> <p>2</p>

## 2. Instrument calibration

Test form by using texts. Texts for communicative translation method test consist of 5 sentences. Whereas, text for translation performance test. The researcher used the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in translation performance. The post-test used to get the score after treatment conducted. This test used to know any significant after and before treatment. The researcher used objective test.

#### **F. Data Analysis Technique**

To investigate whether there is any positive and significant influence of the communicative translation method on translation performance among the 5<sup>th</sup> semester of English Educational Study Program of State Islamic Collage Jurai Siwo Metro in Academic Year 2013/2014,

The researcher used simple statistical formula to comparing the result of the pre-test and post-test. The data would be analyzed by using t-test formula to know the significant and the treatment effect, before analyzing the data by using t- test, the writer would account the variants of populations.

Furthermore the data would be analyzed by using t-test, the formulation is:

$$t = \frac{M_X - M_Y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left( \frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Note:

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each class X2 and X1

Y : Deviation of each grade Y2 and Y1

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Research Setting**

##### **a. STAIN Jurai Siwo Metro**

STAIN (State Islamic College) of Jurai Siwo Metro is one of higher education institutions in Metro. STAIN, in addition, is the only one State Islamic College in this city. As one of favorite universities that always are chosen by many students who have been graduated from senior high school, STAIN Jurai Siwo Metro has vision and mission. The vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some mission, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good normal, and developing and spreading the technology and islamic culture.

STAIN was built on April 23-25, 1997 based on explanation letter of President no 11 in the year 1997. STAIN Jurai Siwo Metro is located in JL. Ki Hajar Dewantara 15 A Iring Mulyo East Metro, Metro City. STAIN has two faculties which have been programmed, namely Tarbiyah and Syari'ah.

There were two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in tanjung karang. Through the persistent struggle the decree from Minister of Religious Affair RI no. 86/1964 on 13 October 1964, which its content was to change the status of Tarbiyah faculty from private to state.



b. History of English Education Program

English Education Study Program (PBI) is one of the Strata 1 (S1) majors of Tarbiyah faculty and classified as the most favorite major among other majors in State Islamic College (STAIN) Jurai Siwo Metro. PBI STAIN Metro was Diploma 3 major until it became S1 in 2002. PBI registrants in STAIN are significantly developed. It happens continuously until most registrants of STAIN recently choose this major as their first priority.

PBI vision holds on “creating professional students in English Education that are able to integrate with Islamic values and academic dimension”. This is to form a high bargaining student in the future. Therefore, the vision must be controlled and determined by purposively certain missions, as follows:

- a. To increase the students’ privacy through knowledge, reinforcement, and actualization and also to build religious, national and civil life in Islamic value.
- b. To produce and develop humanist, democratic and modern academic atmosphere.
- c. To stand on theoretical knowledge basic mastery applied in the form of the professionalism ethic.
- d. To hold smart and skillful educator candidates who apply good attitude in order to facilitate high-qualified education services.
- e. To practice integrated and systematic education by providing significant inputs for education development.

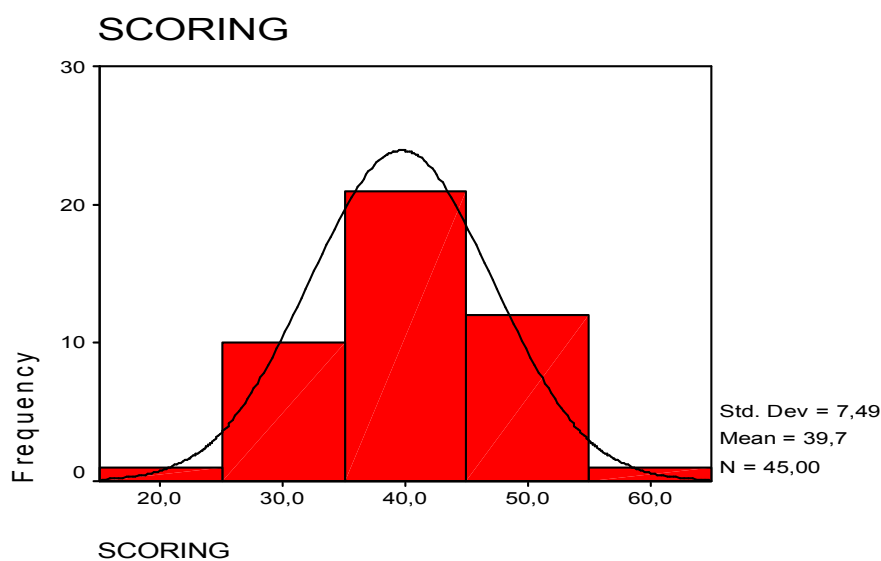
Secondly, the education process relating to the some facilities in PBI can be examined through the all parts of PBI facilitators which are classified as the institutional lecturers with some education classification and experience. Specifically, PBI consists of 4 S3, 19 S2 and 3 S1 lecturers it shows the ratio between the lecturers and students is 1:21.

### B. The Result of the Student's Pre-Test

To measure the students translation performance, the writer used the pretest before giving the treatment. The students has given the text must be translated. The writer gave the students about 5 sentences of communicative test and one paragraph that consist of translation performance test. The result of pretest could be shown as follows:

**Graph 1**

**The Result of Pre-Test at The Fifth Semester (Experiment Class) Toward Students Translation Performance of State Islamic College Metro in Academic Years of 2013/2014**



translation method on september 26<sup>th</sup> 2013.

Based on the graph above, it can be seen that the result of pre-test of class D (experiment class) as follows there is 1 student get the minimum score which 20,0, there is 1 student get the maximum score which 60,0, and the average score was 39,7.

**Table 2**

**Frequency Distribution as The Result of Pre-Test at The Fifth Semester (Experiment Class) Toward Students Translation Performance of State Islamic College Metro In Academic Years of 2013/2014**

**SCORING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20,0	1	2,2	2,2	2,2
30,0	10	22,2	22,2	24,4
40,0	21	46,7	46,7	71,1
45,0	7	15,6	15,6	86,7
50,0	5	11,1	11,1	97,8
60,0	1	2,2	2,2	100,0
Total	45	100,0	100,0	

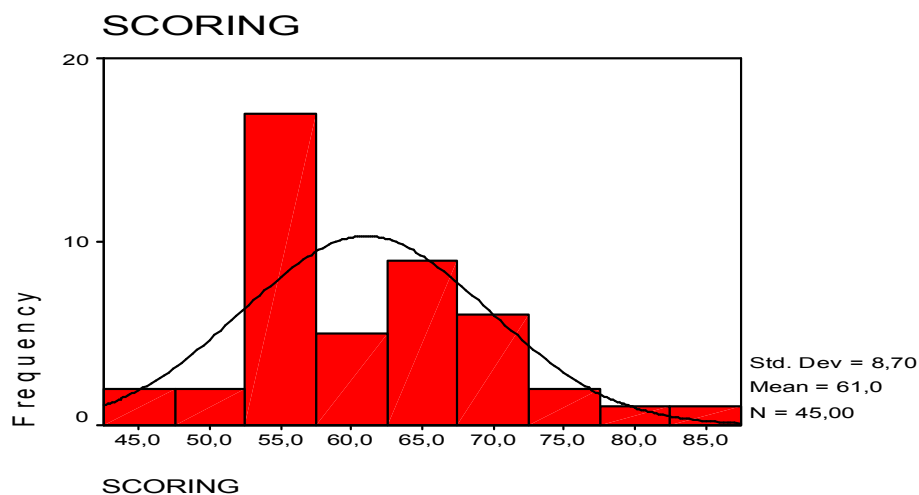
Based on the table of frequency distribution above, it can be inferred that almost of students (44 students) scored lower than 60. It shows that the result of the students translation performance in pre-test was no satisfactory. It is one the reason why the researcher used the communicative translation method. It was done to help students improve their translation.

The researcher also conducted pre-test for the control class.

The result of the students pre-test at control class can be identified sa follows.

Graph 2

**The Result of Pre-Test at The Fifth Semester (Control Class) Toward Students Translation Performance of State Islamic College Metro in Academic Years of 2013/2014**



Source: The result of pre-test (control class) on September, 26<sup>th</sup> 2013.

Based on the data above, it can be seen that the result of pre-test of fifth semester (control class) as follows, there are 2 students get the minimum score which 45,0 and there are 1 student get the maximum score which 85,0 and the average score was 61,0.

Table 3

**Frequency Distribution as The Result of Pre-Test at The Fifth Semester (Control Class) Toward Students Translation Performance of State Islamic College Metro In Academic Years of 2013/2014**

**SCORING**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	4,2	4,4	4,4
	50	2	4,2	4,4	8,9
	55	17	35,4	37,8	46,7
	60	5	10,4	11,1	57,8
	65	9	18,8	20,0	77,8
	70	6	12,5	13,3	91,1
	75	2	4,2	4,4	95,6
	80	1	2,1	2,2	97,8
	85	1	2,1	2,2	100,0
	Total	45	93,8	100,0	
Missing	System	3	6,3		
Total		48	100,0		

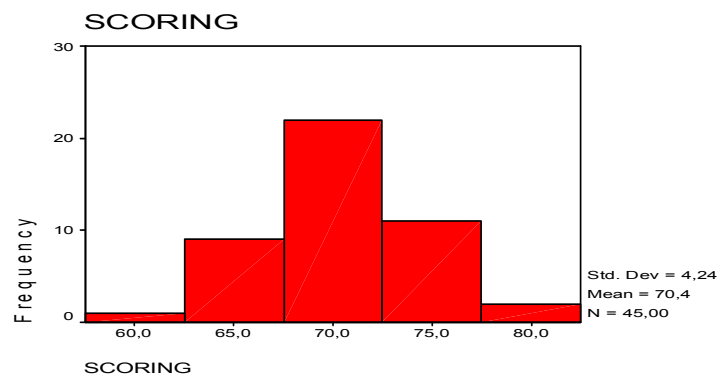
Based on the table of frequency distribution above, it can be inferred that most of students (27 students) score lower than 60. Thus, it can be concluded that the students translation performance of control class in pre-test was higher than experiment class.

### C. The Result of The Students Post-Test

After analyzing the weakness and understanding of students in translation text, the post-test were given both experiment and control class. The material of pre-test and post-test were same. The post-test was carried out in order to know the students achievement after treatments. The result of the students pre-test and the result of the students post-test and to find out whether the treatment by using communicative translation method influenced the students translation performance. The result of post-test can be identified as follows:

**Graph 3**

#### **The Result of Post-Test at The Fifth Semester (Experiment Class) Toward Students Translation Performance of State Islamic College Metro in Academic Years of 2013/2014**



Source: The students score in post-test (Experiment Class) by communicative translation method on November, 7<sup>th</sup> 2013

Based on the graph above, it can be seen that the result of post-test of D class (Experiment class) as follows, there was 1 student gets the minimum score which 60,0, there were 2 students gets the maximum score which 80,0 and average was 70,4.

**Table 4**

**Frequency Distribution as The Result of Post-Test at The Fifth Semester (Experiment Class) Toward Students Translation Performance of State Islamic College Metro In Academic Years of 2013/2014**

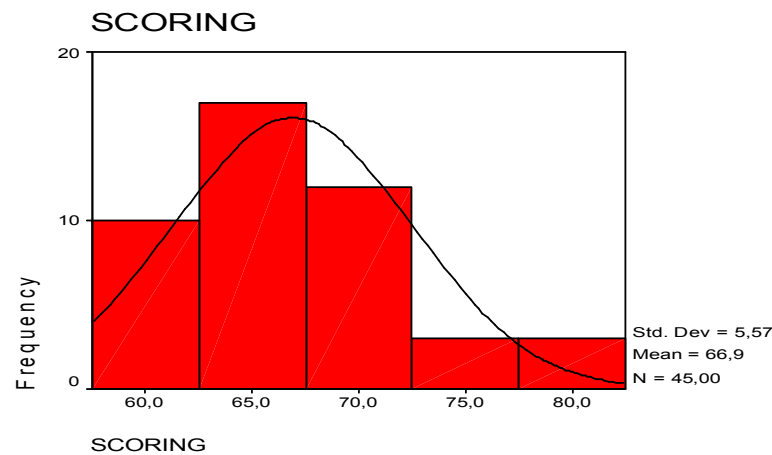
**SCORING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60,0	1	2,2	2,2	2,2
65,0	9	20,0	20,0	22,2
70,0	22	48,9	48,9	71,1
75,0	11	24,4	24,4	95,6
80,0	2	4,4	4,4	100,0
Total	45	100,0	100,0	

Based on the table of frequency distribution above, it can be inferred that most of student's score hinger than 60,0. Their average of pre-test scores increased from 39,7 to 70,4. So, it means that the treatment through communicative translation method was successful in improving students translation performance.

**Graph 4**

**The Result of Post-Test at The Fifth Semester (Control Class) Toward Students Translation Performance of State Islamic College Metro in Academic Years of 2013/2014**



Source : the students score of post-test (Control class) toward students translation performance on November, 7<sup>th</sup> 2010

Based on the data above, it can be seen that the result of post-test of B class (Control class) as follows, there was 10 students get the minimum score which 60,0, there were 3 students get the maximum score which 80,0 and the average score was 66,9.

**Table 5**

**Frequency Distribution as The Result of Post-Test at The Fifth Semester (Control Class) Toward Students Translation Performance of State Islamic**

**SCORING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60,0	10	22,2	22,2	22,2
65,0	17	37,8	37,8	60,0
70,0	12	26,7	26,7	86,7
75,0	3	6,7	6,7	93,3
80,0	3	6,7	6,7	100,0
Total	45	100,0	100,0	

The graph showed that of students in control class got more than 60. Hence, it could be inferred that the result in experimental class score are higher than the control class score.

#### **D. The Influence of Using Communicative Translation Method toward The Student's Translation Performance**

##### **a. Hypothesis testing**

The researcher analyzed the data by using t-test in order to prove whether there is any influence on using communicative translation method toward students translation performance.

Preparing the table in order to prove whether there is any difference of Experiment class and Control class at the fifth Semester Of State Islamic College Metro in Academic Year of 2013/2014 as follows:

**Table 6**  
**The Authentication of Difference of Experiment And Control Class At The Fifth Semester in Academic Years of 2013/2013**

No	Subject	Experiment Class				Control Class			
		Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	Gain (X)	X <sup>2</sup>	Subject	Pre-test (Y <sub>1</sub> )	Post-test (Y <sub>2</sub> )	Gain (Y)
1				30	900			5	25
2				25	625			5	25
3				25	625			0	0
4				25	625			0	0
5				25	625			20	400
6				25	625			10	100
7				40	1600			5	25
8				20	400			5	25



9				40	1600				0	0
10				35	1225				10	100
11				25	625				10	100
12				30	900				10	100
13				25	625				5	25
14				25	625				0	0
15				30	900				10	100
16				45	2025				5	25
17				40	1600				5	25
18				25	625				10	100
19				30	900				5	25
20				35	1225				10	100
21				30	900				20	400
22				20	400				0	0
23				20	400				0	0
24				35	1225				-5	25
25				10	100				10	100
26				20	400				15	225
27				40	1600				5	25
28				30	900				15	225
29				30	900				0	0
30				35	1225				10	100
31				35	1225				5	25
32				35	1225				0	0
33				20	400				15	225
34				35	1225				0	0
35				40	1600				5	25
36				35	1225				0	0
37				35	1225				5	25
38				55	3025				5	25
39				25	625				5	25
40				30	900				5	25
41				30	900				0	0
42				25	625				5	25
43				35	1225				5	25
44				45	2025				5	25
45				35	1225				5	25
	Total	1685	2955	1270	41150	Total	2745	3010	265	70225

Based on table above, it can be seen that the total of differences between pre-test and post-test in experiment class was 1270 and 41150 for the total quadratic of differences. Meanwhile, the total of differences between pre-test and

post-test in control class is 265 and for the total quadratic of differences. The result data of the authentication differences between experimental class and control class would be used into formula t-test to get  $t_{\text{observed}}$ .

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below:

**Table 7**  
**Group Statistics**

COMMUNICATIVE TRANSLATION METHOD		N	Mean	Std. Deviation	Std. Error Mean
TRANSLATION PERFORMANCE	CLASS B	45	66,8889	5,5687	,8301
	CLASS D	45	70,4444	4,2403	,6321

The table above demonstrated that the total sample of post-test in B and D class were 45 and 45. Means of post-test B was 68,88 and the standard was deviation was 5,56 with the standard error mean was 0,83. Meanwhile, mean of post-test D class was 70,4444 and the standard deviation was 4,24 with the standard error mean was 0,63.

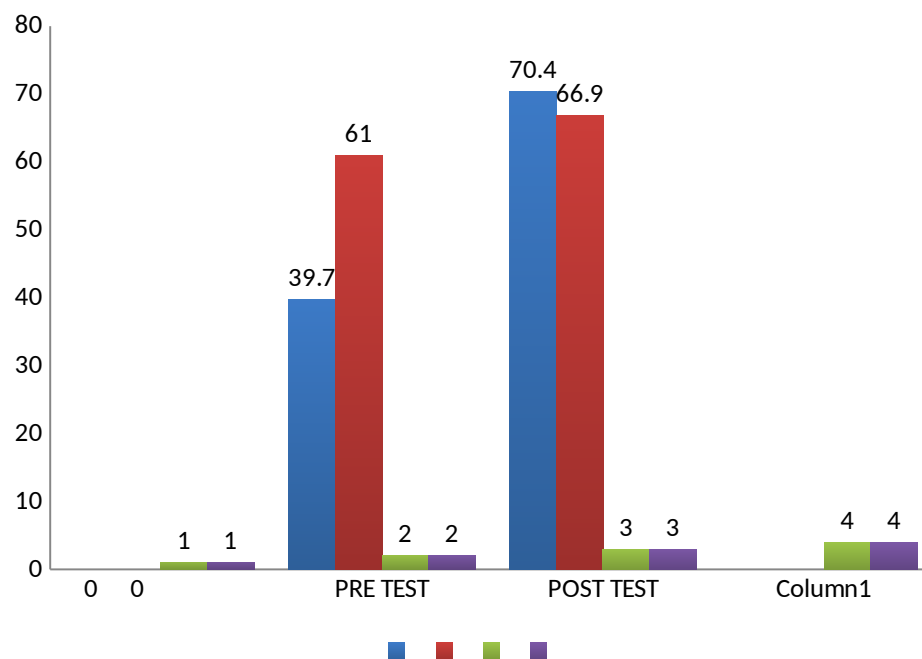
**Table 8**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TRANSLATION PERFORMANCE	Equal variances assumed	4,800	,031	-3,408	88	,001	-3,5556	1,0434	-5,6291	-1,4820
	Equal variances not assumed			-3,408	82,186	,001	-3,5556	1,0434	-5,6311	-1,4800

Table above illustrated that the mean difference of pos-test B and D class result was 3,5556 and it was the standard error difference was 1,0434  $t_{\text{observed}}$  was 3,408 with degree of freedom was 88.

The researcher shows the graph of the result pre-test and post-test in experimental class and control class as follow:

Graph 5  
The Result of Pre-Test And Pos-Test in Experimental Class And Control Class



Based on the graph above, it can be inferred that, there was increasing about translation performance through communicative translation method. There was progress from 39,70 to 70,40 in experimental class. Meanwhile, average of post-test score of control class has low progress from 61 to 66,90. However, the average score of pos-test in experimental class was higher than the average score of post-test in control class. It can be inferred that communicative translation method can increase the student's translation performance.

Furthermore, to know whether the result of  $t_{\text{observed}}$  showed the significance and difference between control class and experimental class. The researcher used  $t_{\text{table}}$  for knowing the critical value of  $t_{\text{observed}}$ , the researcher firstly counted df is degree of freedom. The formulation of  $df = N_x + N_y - 2 = 88$ .

After considering the t-test by using df 88, the researcher did not find it in  $t_{\text{table}}$ . So, the researcher did interpolation because 88 higher than 60 and lower than 120.

Table 9  
Critical value of  $t_{\text{table}}$

	5%	1%	0,1%
d.f 60	2.000	2.660	3.460
d.f 120	1.980	2.617	3.373

Source : Sugiono, *Statistik Untuk Penelitian*, CV. Alfabeta, Bandung, 2006.p.372

Table 10  
Interpolation

	5%	1%	0,1%
$\frac{df\ 60 + df\ 120}{2}$	$\frac{2000 + 1.980}{2}$	$\frac{2.660 + 2.617}{2}$	$\frac{3.460 + 3.373}{2}$
	=1.99	=2,64	3,42

Based on all data analysis above, it could be known that:

$$t_{\text{observed}} = 3,048$$

$$t_{\text{table}} = 1.99 (5\%)$$

After doing interpolation, all of the significance values 5% was smaller than  $t_{\text{observed}}$ . The data confirmed that " $t_{\text{observed}}$ " was higher than  $t_{\text{table}}$ . Therefore, it can be inferred that  $H_1$  is accepted and  $H_0$  is rejected. It means that there is significance influence of using Communicative Translation Method Toward

Student's Translation Performance at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro.

### **b. Interpretation**

The researcher has formulates the alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

#### 1. Alternative hypothesis (Ha)

Communicative translation method influences the student's translation performance positively and significantly at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro in academic year of 2013/2014.

#### 2. Null hypothesis (Ho)

Communicative translation method does not influences the student's translation performance positively and significantly at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro in academic year of 2013/2014.

After ha and ho above were formulated the researcher consulted  $t_{\text{observed}}$  to  $t_{\text{table}}$  as follows:

1. If  $t_{\text{observed}} > t_{\text{table}}$ , Ha is accepted and Ho is rejected.
2. If  $t_{\text{observed}} < t_{\text{table}}$ , Ha is rejected and Ho is accepted.

Finally the data confirmed that  $t_{\text{observed}}$  is higher than  $t_{\text{table}.3,048} > 1,99$ . It means that Communicative translation method influences the student's translation performance positively and significantly at the fifth

semester of English Education Study Program of STAIN Jurai Siwo Metro in academic year of 2013/2014.

### **c. Discussion**

The objectives of this research was to know whether the communicative translation method can influence the student's translation performance. This research was conducted at the fifth semester of english education study program of STAIN Jurai Siwo Metro. The result of this research show that communicative translation method has a positive and significance influence toward the student's translation performance.

The result of student's translation in post-test more natural. Newmark state that communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.<sup>1</sup>

Translation know as a form of cross culture communication by this way translation can make easy the human communicate each other with knowing one of language that they understand each other. But to get understand of the text is not easy. Still many students are doing some mistakes. These mistakes absolutely influence the result and the purpose of the translation and purpose of the source language become different in target language and the message cannot be sent to the reader.

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<sup>1</sup> Newmark, Peter, *A Textbook of Translation*, ( London: Prentice Hall International Ltd, 1998), p.45

This research also clarified that the theory of the influence of communicative translation on the students' translation performance was applied in the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro in the academic year of 2013/2014. In other words, the result of the research may vary on the other educational institutions. It depends on some factors such as condition, situation, research setting, and subject of the research. The uniqueness of each student also becomes an establish factor which causes the difference result of the research in the other educational institutions.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that:

1. There is the influence of using communicative translation method toward the student's translation performance at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro in academic year of 2013/2014. It can be seen that there was progress from 39,70 to 70,40 in experimental class. Meanwhile, average of post-test score of control class has low progress from 61 to 66,90.
2. There is a positive and significant influence of using communicative translation method toward the students translation performance at the fifth semester of English Education Study Program of STAIN Jurai Siwo Metro in Academic Year 2013/2014. It means that the more communicative translation method is used, the better the student's translation performance will be. Fact can be seen from the result of the computation that " $t_{\text{observed}}$ " is 3,048 with the level significant of " $t_{\text{table}}$ " 5% (1,99) and 1% (2,64). From the data, it can be understood that " $t_{\text{observed}}$ " is higher than " $t_{\text{table}}$ ". Therefore, the Null Hypothesis ( $H_0$ ) is rejected.



**B. Suggestions**

This research appreciated the researcher to suggestively offer some point for :

1. The students should practice in translating any kind of text frequently, moreover, the students should choose the best method in the act of translating, such as communicative translation in order to the made of the result of translation could be understand by the reader and the message could be receive.
2. The researcher should learn more to enrich the knowledge to support the research.

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## **CURRICULUM VITAE**



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