THE USE OF VOCABULARY ‘MYSTERY BOX’ TO IMPROVE ENGLISH-INDONESIAN TRANSLATION SKILL FOR THE NINTH GRADE STUDENTS OF MTs NEGERI SALATIGA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

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SALATIGA
2018
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher herself. It does not contain materials written and has been published by other people except those quoted duly.

The researcher is capable to account the graduating paper if in the future it is proved of containing others’ idea or in fact, the researcher imitates the others’ graduating paper. This declaration is written with the full concern of the researcher.

Salatiga, August 29th 2018

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ATTENTIVE COUNSELOR
Case : Dona Arta Graduating Paper

Dear,

Dean of Teacher Training and
Education Faculty

Assalamualaikum Wr. Wb

After reading and correcting Dona Arta’s graduating paper entitled "THE USE OF VOCABULARY ‘MYSTERY BOX’ TO IMPROVE OF ENGLISH-INDONESIA TRANSLATION SKILL FOR THE NINTH GRADE STUDENTS OF MTs NEGERI SALATIGA IN THE ACADEMIC YEAR 2018/2019", I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb,

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A GRADUATING PAPER

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MOTTO

“If you’re scared of ending, don’t bother to start”

“With every difficulty, there is relief”

(Q.S. Al-Insyirah : 5)

If Allah knows (any) good in your hearts. He will give you better than what was taken from you

(Q.S Al-Anfal :70)

“But Allah is your protector and He is the best of helpers”

(Q.S Al-Imran : 150)
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother Tri Sundari and my beloved father Alm. Suwarto thanks for all the prayers, struggle and sacrifice. I do love you.

2. My beloved brother Fandi Winata, my sister Vina Aulia and my twin brother Deny Arta who always take care of me.

3. Mr. Faizal Risdianto, S.S., M.Hum. who always guide and support me in arrange this paper.

4. All of my friends who always give support.
ACKNOWLEDGEMENT

Assalamualaikum Wr.Wb

Alhamdullilahirabil’aalamiin, firstly the writer says as praise and thanks to Allah SWT, the most gracious and merciful, Because of Him, the writer could finish this graduating paper as one of the requirements for the Bachelor Degree of Educational Studies (S.Pd) at English Department of State Institute for Islamic Studies (IAIN) Salatiga in 2018.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided as from the darkness into the lightness. However, this success would not be achieved without a support, guidance, advice, help and encouragement from individuals and institutions. Thus, the writer would like to say thank to :

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2. Mr. Suwardi, M.Pd as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga
3. Mrs. Noor Malihah, Ph.D as the Head of English Education Department
4. Mr. Faizal Risdianto, S.S., M.Hum. as my counselor who has guided, directed, motivated, and advised me patiently in the process of accomplishing this graduating paper.
5. All of my lecturers in IAIN Salatiga, thanks for teaching me and given a lot of their worth knowledge to me along of my study in this Institute.

6. All official staff of IAIN Salatiga

7. My beloved mother (Tri Sundari) and my beloved father who in heaven now (Alm.Suwarto). Thank you very much for everything May Allah keep you and give you happiness. I do love you.

8. My beloved brother (Fandi Winata) my sister (Vina Aulia) and my twin brother (Deny Arta). Thank you very much for always support me.

9. My closest friends (Dwi Agus Setyowati, Reni Susanti, Zahrina Zulfati, Maria, Nurhamidah Sab’atun Arroyani, Yeni Suci Wulandari, Hana Layinatussyifa, Rima Cahya Suwarno,). Thank you very much for everything, I am so lucky meet all of you. Thank you for being my best friends ever. I do love you.

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14. All of students of IX-F of MTs Negeri Salatiga. Thank you for help me and being my participants.

15. All of my friends, big family of TBF’14. Thank you for being my friends in happiness and sadness.

16. All of my friends at IAIN Salatiga that I cannot mention one by one.

Salatiga, August 29th 2018

The Writer

Duna Arta

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ABSTRACT


Keywords: *English-Indonesian translation skill, Vocabulary ‘mystery box’*

This research aims this research is (1) to know how is the implementation of vocabulary ‘Mystery Box’ to improve English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019 (2) to know how is the students’ English-Indonesian translation skills improvement after being taught by Vocabulary ‘Mystery Box’ for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019. The researcher uses two cycles, each cycle consist of planning, action, observation and reflection. The result shows that students’ score was passing grade the test. The KKM (Kriteria Ketuntasan Minimal) or passing grade was 75, and if the target of 80% students can passing grade, it means that this research is succesful. The result of classification of post test II shows that there there is 87.5% students was passing grade. Based on the result of this research, it could be concluded that the implementation of Vocabulary ‘Mystery Box’ improved the students English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga is succesful.
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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is the discrete combinatorial system humans use most for communication. Discrete means ‘separate’, and combinatorial means ‘ability to add together’. It means that language is taken small separate parts, push them together in specific combinations, and create larger parts of the language (Hazen, 2014: 3). Language is a very important thing for a human being as a means to communicate with society. Human in society needs languages both spoken and written not only to convey their problems but also to communicate with each other (Rizkiyanto, 2014: 2). Language is important for human communication in daily life. The English language has become an international language in the world. In Indonesia, the English language has become a foreign language that is taught in school.

In the English language, there are four important skills that students have to master in English. There are speaking, reading, listening and writing. Learn a language means to learn four skills are listening, speaking, reading, and writing. Students have to master these skills if they want their ideas, feeling, and opinion can be understood by others. These language skills are related to each other. In this case, the students must
master in language components, there are vocabulary, pronunciation, and grammar. These components are very influenced toward student’s mastery in learning language skills. One of them is vocabulary. Vocabulary is important to learn about language.

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Alqahtani, 2015: 25). In order to know the meaning of vocabulary needs to translate it. Thus, it can be acceptable and understandable be a meaningful word. Seeing the explanation, the word meaning of vocabulary is very needed to be mastered especially in translating certainly contexts. Seeing the explanation, the word meaning of vocabulary is needed to be mastered especially in translating certainly contexts. If the learners don’t master the vocabulary, possibly think that they can’t make a good translation.

Translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988: 5). In the other hand, the process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language or target language (Munday, 2008 : 5). Translation is the considered as a very important thing to connect two different languages by contributing source language (SL) into target language in order to make the information in source language become acceptable and understandable for learners.
To learn the English language, it is important for the students to learn about translation. To learn translation, student’s can learn new vocabularies from the source language. It will help to improve skills in the English language.

The process of translation can be a lonely and often frustrating job, and even the best translators can struggle to find exactly the right words or to get across an idea or a theme (Paul, 2009: 13). In teaching English, the knowledge of students’ vocabulary influences students' translation skills. Because translation activities cannot be separated by the vocabulary of students. The student must be able to understand the words to know the meaning. In fact, students want to express something but they do not know how to express the meaning of the word exactly because of the lack of vocabulary.

Based on the researcher experience when teacher training in MTs Negeri Salatiga, the students feel bored to learn English because the teacher just give a dictionary to students and let student’s search for difficult words to know the meaning. It makes students did not have the ability to translate the sentence in English because they have lack of vocabulary that makes them lack in translation skill.

To improve student’s curiosity in the English language, the teacher needs to give new technique in the teaching process, as a teacher can use Game to support the teaching process. For example, to improve
students Vocabulary and English-Indonesian Translation skills can use game Mystery Box.

Mystery Box is a box that uses as media that consist of an unknown item that will help the learner to learn about something. In here, Mystery Box consists of vocabulary with clues. Based on this clues, teacher ask student’s to guess what is the meaning of that vocabularies. From the explanation above, the researcher called this game as Vocabulary ‘Mystery Box’. By using this game, student’s can learn more than one words, it will improve the student’s curiosity to learn new words. It will encourage their creativity and become more aware of their thinking.

To teach students based on their competence, it needs to give material that appropriates with the student. One of the texts stated in class is a narrative text for ninth graders. To get not only cognitive and psychomotor competence but also spiritual and social competence, the narrative story with Islamic theme can be chosen. In this research, the researcher chooses Islamic narrative story as material, Islamic narrative story means that story tells something in the Islamic religion. The type of narrative text in the ninth grade syllabus is the fairytale (include folktale and fable). The researchers choose folktale. A folktale is a tale or legend originating and traditional among people or folk, especially one forming part of the oral tradition of the common people. In this research, the researcher chooses Abu Nawas story as material.
So, for the reason, the researcher is interested in analyzing the use of Vocabulary ‘Mystery Box’ to improve the students in English-Indonesian Translation skills for Ninth Grade of MTs Negeri Salatiga. It can be declared as research entitled “THE USE OF VOCABULARY ‘Mystery Box’ TO IMPROVE ENGLISH-INDONESIAN TRANSLATION SKILL FOR THE NINTH GRADE STUDENTS OF MTs NEGERI SALATIGA IN THE ACADEMIC YEAR 2018/2019”

B. Problems of the Research

1. How is the implementation of Vocabulary ‘Mystery Box’ to improve English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019?

2. How is the result after Vocabulary ‘Mystery Box’ to be implemented in improving English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019?

C. Objectives of the Research

1. To describe the implementation of Vocabulary ‘Mystery Box’ to improve English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019.

2. To find out the result after Vocabulary ‘Mystery Box’ to be implemented in improving English-Indonesian translation skill for the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019?
D. **Significances of the Research**

The advantages that can be acquired from this research are:

1. **For the students**
   
   This research can encourage them to learn English especially in learning vocabulary and translation skill. They can enhance their skills and find interesting teaching and learning process. It can be the new experience for them in learning English. So, their skills can be better.

2. **For the teachers**
   
   It can be input and reference to the English teachers in teaching vocabulary and translation. They can get an appropriate way to teach. So, that can enhance their ability, and make the students’ achievement better than before.

3. **For other researchers**

   It can be used to be reference conducting further research to develop another way to teach the students in learning English.

E. **Hypothesis**

   If the game Vocabulary ‘Mystery Box’ is applied well, it will improve students English-Indonesian Translation skills for the ninth grade students of MTs Negeri Salatiga in the academic year 2018/2019

F. **Research Method**

   a. **Location of the Research**

      This research was conducted in MTs Negeri Salatiga. This school is located on Jodipati Street No.1 Tegalrego, Argomulyo, Salatiga
Postcode 50733. The object of this research was the students in the ninth grade in academic year 2018/2019. Most of the students have difficulties with translation skills.

b. Research Design

Classroom action research typically involves the use of qualitative, interpretive modes of inquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices (Kemmis, 2014: 11)

Classroom Action Research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classrooms. In Classroom Action Research, English teachers assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment (Latief, 2009: 3)

c. Procedures of the Research

In this research, the researcher used classroom action research, so in this case, the researcher used two cycles consist of a third meeting in the two cycles. As states by Kemmis & McTaggart (1988) has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps: plan, action, observe and reflect.
Figure 1.1

The Action Research Spiral

Source: (Kemmis & McTaggert: 1998)

a. Planning

The activities the planning is:

1. Preparing materials, making lesson plan, and designing the steps is doing the action.

2. Preparing list of students’ name and scoring.

3. Preparing teaching aids.

4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).

5. Preparing a test (to know whether students skill improve or not)
b. Action

1. Giving pre-test.
2. Teaching materials
3. Giving occasion to the students to ask my any difficulties or problem.
4. Asking the students some questions orally and students have to answer orally based on story that teacher told.
5. Giving post test.

c. Observation

Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process.

d. Reflection

Based on the result of observation, the researcher makes an evaluation of teaching narrative text using Vocabulary ‘Mystery Box’. Then, after finding the in a cycle, it can make the improvement and decide whether the writer will conduct the next cycle.
d. Data Collection Method

To collect the data, the researcher used test, observation, and documentation

1. Test

   According to Arikunto (2010: 226) test is used to measure the basic capabilities and achievements. Arikunto explained that a test is sequences of the question of exercise often are used to measure skill, knowledge, intelligence, or talent of the individual group

   a. Pre-test

      The students were given pre-test in each cycle. It made the researcher know about students’ translation skill before the implementation. But for this research, the researcher only use pre-test in cycle 1.

   b. Post-test

      The students were given post-test, it made the researcher know about students’ improvement in translation skill after the implementation

2. Observation

   As states by Latief (2009: 7) explains that observation is “the process of collecting data indicating to the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that had
been decided.” In this research, when the researcher as a teacher gave the students treatment, the observer recorded the activities of students and teacher in form of filed notes. In the last session, field notes can use as the reflection.

3. Documentations

According to Marshall (et.al 1995) as cited by Afifah (2017, 31) “In an analysis of the document, the researcher must bring out the document type (e.g., report, record etc.).” To make documentation for this research, the researcher collected the photos, lesson plan, and syllabus.

G. Evaluation Criteria

To measure the translation are good or not, the researcher used Principle Assessment according to Mounin in Durdureanu (2011: 10) as cited by Hanifah (2017: 40-43)

a. Structure (grammatical)

Structure of morphology and syntax. It is very important in grammatical/structure. Syntax about related words which forms a phrase, clause, or sentence. Whereas, morphology is about internal words. The syntax is very important in translation because a mistake in transferring structure would change the meaning. So, the translators must translate all texts without change the meaning.
b. Spelling

It all about spells of letters, words, and punctuation. In translation the all spells should be true.

So the reader would not misunderstand in reading the translated texts.

c. Diction

The function of diction is to explain or express something exactly. Diction must appropriate with situation and function of using the words. There are 5 levels in choosing of diction; they are Literal, Syntactical, Idiomatical, Aesthetical, and Ethical.

d. Idiom

Idiom also defines a linguistic usage that is grammatical and natural to native speakers of the language. Understanding the meaning of idioms is also very important, in order to avoid the change of meaning in translation.

e. Effectiveness of Sentence

The effectiveness of sentence is a sentence which has the capability to make the reader and writer comprehend the same ideas and meaning. Translators must use of effective sentence because in translation not all words must translate when they have the same meaning.
f. Language Style

Words that contain the same meaning which is inherent in translation should not be a contradiction with norms in the source language. Translators must know and use language styles that used by the source writer.

Table 1.1

Table category of assessment translating text
(By Mounin, 2011: 13 as cited by Hanifah, 2017: 43)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The translation almost perfect</td>
<td>86-90 (A)</td>
<td>Translation is natural, like as text translation, there are no spelling mistakes, structure, mistake of technical terms.</td>
</tr>
<tr>
<td>The translation is very good</td>
<td>76-85 (B)</td>
<td>There are no distortion meaning, stiff translation, mistake of technical terms, there are few of spelling and structure mistakes</td>
</tr>
<tr>
<td>The translation is good</td>
<td>61-75 (C)</td>
<td>There are no distortion meaning, there are stiff translation but not more than 15% from text overall, mistake in structure and idiom not more than 15%, there are few of spelling mistakes</td>
</tr>
</tbody>
</table>
| The translation is enough       | 46-60 (D) | Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff
f. Data Analysis

In this research, the researcher used quantitative and qualitative for analyzing data. According to Latief (2009, 23) state that,

Data collected in CAR depend on the criteria of success used as the target of achievement. Usually, the criteria for success are related to both types of data, numerical data as well as verbal data. Therefore, Classroom Action research cannot be claimed as quantitative research because verbal data are also collected. It cannot be claimed as qualitative research either because numerical data are also collected.

Based on the explanation above, it can be concluded that the CAR belongs to both quantitative and qualitative research.

a. Qualitative Data

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.
In this research, the form of field noted was analyzed with qualitative data.

b. Quantitative Data

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2014: 32). In this researcher the quantitative data collected used the following formulas:

1. Mean

The function of the Mean formula is to find the average from raw data. To find out the mean of pre-test and post-test, the researcher used this formula:

\[
M = \frac{\sum x}{N}
\]

Explanation :

\(M\) : Mean of students score

\(\sum x\) : The sum score of students score

\(N\) : Total number of students

2. Standard Deviation

To calculate standart deviation, the researcher used this formula:

\[
SDd = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]
Explanation:

$SD_d$ : standard deviation

$\sum D^2$ : the total difference between pre-test and post-test

$N$ : Total number of students

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, the researcher uses T-test after calculating Standard Deviation (SD). The researcher used this formula:

$$T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)}$$

Explanation:

$T$ : T-test for the differences between pre-test and post-test

$SD$ : Standard deviation

$D$ : Different between pre-test and post-test

$N$ : Number of students

H. Graduating Paper Outline

In order to make systematic research, the researcher organizes this research into five chapters, there are as follows:

Chapter I is an introduction, and it contains the background of the research, problems of the research, objectives of the research,
significances of the research, limitation of the research, definition of the key terms, research method and graduating paper outline.

Chapter II is the literature review, and it contains the previous research, definitions of translation, concept of translation, types of translation, method of translation, definitions of vocabulary ‘Mystery Box’, Islamic Narrative story.

Chapter III is the research methodology, and it contains decryption of Cycle I and Cycle II (Planning, Action, Observation, and Reflection).

Chapter IV is data analysis, it contains research finding analysis and discussion.

Chapter V is the closure that contains a conclusion and suggestions.
CHAPTER II

LITERATURE REVIEW

A. Previous Researches

In order to improve understanding to this research that focuses on the English-Indonesian translation skill, the researcher presents four relevant studies.

The first research has been done by Khotimah (2015). The objectives of this research was to investigate the correlation between students’ vocabulary mastery and their English-Indonesian translation ability of seventh-grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015. The researcher concluded that students’ vocabulary mastery and their English-Indonesian translation ability of seventh-grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015 got high score in vocabulary if they got high score in translation. Otherwise, students who had lower score in vocabulary, they got the lower score in their translation. Finally, the correlation between two variables of both students' vocabulary mastery and English-Indonesian translation ability was positive correlation. There was a significant correlation between the students' vocabulary mastery and their English-Indonesian translation ability. It could be interpreted that the higher students' vocabulary mastery was, the higher their ability in translation would be. The researcher concluded that vocabulary mastery
plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language especially in learning English. Vocabulary mastery is very useful to help the students or the learners to comprehend the content of a text/passage/book. Moreover, vocabulary mastery will help the students to have a better comprehension of an English text so that they will be able to make a good translation. Without having a good competence of vocabulary mastery, we could not recognize whether or not the words are stand-alone or in the company of other words. If the students have good vocabulary mastery, it would be easier for them to recognize or to determine the most appropriate meaning of a word in a sentence or in a text as a whole.

The second research has been done by Supriyatna (2014). From the research, the writer concludes that teaching vocabulary using guessing game is more effective than only using memorizing method. It is because game is more interesting. The researcher found that the students who were taught vocabulary through guessing game technique got higher result than the students who were not taught vocabulary through guessing game. It can be proven that in the gained score from the experimental class is higher than gained score from the control class. According to the data, the result of statistic calculation above where the value of to is higher
than Tt. From the explanation above, it means that there is effectiveness between the results of teaching vocabulary using guessing game. Based on the result of the data analysis, it shows that the value of To (observation) is 5.48 and the value of Tt (table) from the (64) on degree of significance of 5% is 1.67. It means that the value of To is higher than the value of Tt, so the alternative hypothesis (Ho) is accepted and the null (Ho) is rejected, or be said that there is significance in the students' score learning vocabulary using guessing game. In this research, the researcher states that the teacher needs to develop their ways of teaching English, especially in vocabulary, to give enthusiasm to the students by creating a new atmosphere in the classroom varies. It is possible, by using certain methods or activity in teaching English, the students will get the new experiences so they will not get bored. Variation of activity in teaching vocabulary is needed to make the students motivated to use their new vocabulary that can retain their mind to memorize it.

The third research has been done by Yanuarto (2014 : 87) the purpose of this study are encouraging students' creativity by mystery box games and become more aware of their mathematical thinking. The situational problem as the starting point helps students to relate what they learn to problems in daily life, and construct and interpret geometry that is related to real situations, and this helps to correct their alternative conceptions in geometry course to encourage students' creativity in Geometry Course. The subjects of this research are the students of the 1st
semester of 2014 academic year class A of mathematical education of Muhammadiyah University of Purwokerto, Central Java, Indonesia. The data of this research is through observation sheet, recording videos, portfolios, and questionnaires. Those data were analyzed through data reduction, data presentation, and conclusion. This study shows that to encouraging students' creativity can analyze by mystery box in Geometry Course. It is created by team building combines board games and card games. Mystery Box can be done by groups with each group was given the responsibility to carry out the game together. The form of the games is using the box in which there is a score inside.

The fourth research has been done by Paisah (2013 : 28-31) entitle *Penerapan Media Kotak dan Kartu Misterius (Kokami) untuk Peningkatan Keterampilan Berpikir Kritis pada Siswa Kelas VII SMP Negeri 25 Purworejo*. This study aims to improve critical thinking skills with the application of box and card mysterious media (Kokami). This type of research is classroom action research. This research was carried out in two cycles. A subject in this study were students of class VII D SMP 25 Purworejo in the academic year 2012/2013. The results of the study can be concluded that with the application of the Box and Mysterious Card (Kokami) media in Science learning can improve critical thinking skills for grade VII students of 25 Purworejo Junior High School. Kokami media is a combination of media and game. This Kokami media is an alternative,
in addition to instilling knowledge in students with interesting and traceable, also functions to stimulate student interest and attention.

From the fourth related research, the researcher believes that vocabulary has an important role to improve translation skills. This research has a different way with fourth related research. In this research, the researcher uses Vocabulary ‘Mystery Box’, as a new media in improving students' translation skill in the Islamic narrative story. This research wants to know the implementation before and after of Vocabulary ‘Mystery Box’ for English-Indonesian translation skill. The subject of the research is the ninth grade of MTs Negeri Salatiga in the academic year 2018/2019.

B. Translation Skill

1. Definitions of Translation

According to Budianto & Fardhani (2010: 1), they claim that different expert in translation proposes different definitions. The definitions reflect the experts' point of view on the nature of translation. The following are presented some definitions on translation:

Translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatics comprehension by the translator of the original text (Wills, 1982: 112).
On the other hand, Newmark (1988: 5) states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

Brislin (1976: 1) states that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages are based on signs. As with sign languages of the deaf.

As states by Nida & Taber (1969: 13) the most important things to be remembered by the translator is the meaning. Meaning should be given priority since the main purpose of translation is to convey the content of the message in the source language into the target language.

2. Concept of Translation

Translation deals with two states or forms or languages. In the process of translating a text, one form of a certain language is changed into another form, for example, English into Indonesian (Budianto & Fardhani, 2010: 4).

As stated by Budianto & Fardhani (2010: 6) in translation, there are three important elements in translation, which are called Replacement or Reproduction, equivalence, and text or written
message. In addition, some other emphasizes are termed as style, natural, and exercise.

3. Types of Translation

According to Larson (1984: 15) as cited by Budianto & Fardhani (2010: 7) translation is classified into two main types, namely form-based-translation and meaning-based translation. Form-based translation attempts to follow the form of the source language and is known as literal translation, while meaning-based translation that makes every effort to communicate the meaning of SL text in the natural form of the target language. Such translation is called idiomatic translation.

a. Literal Translation

A literal translation sounds like nonsense and has little communication value (Larson, 1984: 14). The literal translation can be understood if the general grammatical form of the two languages.

The literal translation is good for the linguistic study of the source language to reproduce the linguistic features, but it has little communication value and sounds like nonsense (Budianto & Fardhani, 2010: 9). The speakers of the target language would be in the problem to understand. For example:

*Indonesian: "Siapa namamu?"

*English Literal Translation: "Who name you?"
From the example, the literal translation makes little sense in English. The sentence construction of "Who name you" doesn't follow any of the English grammar, meaning it is wrong. In English obliges us to use the WH-Question word "what" instead of "who" that is fixedly formulated in the following expression "What is your name?" (Budianto & Fardhani, 2010 : 10).

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators’ task is limited to observing the adherence to the linguistic servitudes of the TL (Hatim & Munday, 2004 : 148)

b. Idiomatic Translation

Larson (1984: 16) says that Idiomatic translation uses the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items.

For making the meaning clearly, here are an example showing different forms of translation results :

- **Indonesian**: Nyonya Linda penumpang pesawat dengan tujuan Jakarta, diminta ke kantor ada telepon (an announcement at the airport)
- **Literal English**: Madame Linda, a passenger with destination Jakarta, is demanded on the telephone at the office.
• Idiomatic English: Mrs. Lynda, a passenger for Jakarta, you are wanted on the phone at the office (Budianto & Fardhani, 2010: 10)

From the example, a truly literal translation is uncommon, most translators who tend to translate literally actually make the partial modified translation. They modify the order and grammar sufficiently in order to apply the acceptable sentence structure of the receptor language. The idiomatic naturally both in the grammatical constructions and in the choice of lexical items. He constructs the surface structure (word, phrase, clause, sentence, paragraph) in the target language system he uses, he follows all the rules accepted in the system of the language consistently (Budianto & Fardhani, 2010: 11).

4. Method of Translation

According to Newmark (1988: 46) states the method of translation as follow:

a. Word-for-word translation: the SL word-order is preserved and the words translated singly by their most common meanings. Out of context.

b. Literal translation: the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
c. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

d. Semantic translation: which differs from ‘faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

e. Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plot are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

f. Free translation: it produces the TL text without the style, form, or content of the original.

g. Idiomatic translation: it reproduces the ‘message' of the original but tends to distort nuances of meaning by preferring colloquialisms and where these do not exist in the original.

h. Communicative translation: it 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 readershi

5. Process of Translation

The translation process is the procedures or steps or order of technical devices to transfer the meaning of a text in one language into a text in another language or the SL message to TL message
equivalently (Budianto & Fardhani, 2010: 27). The translation process can be described as the diagram:

**Figure 2.1**

**Translation Process**

Text I 

<table>
<thead>
<tr>
<th>Surface structure</th>
<th>Analysis</th>
<th>Message/data</th>
<th>Reconstructuring</th>
<th>message / ideas</th>
</tr>
</thead>
</table>

**Deep structure**

Source: Nida and Taber (1969)

The translation process can be described as: decoding the meaning of source text, and re-encoding or translating this meaning in the target language. Nida and Taber (1969 in Larson, 1984: 33) divided the procedure of translation process in three steps:

1. Understanding the meaning/message of SL text, through analyzing its words, phrases, and sentence structures or grammar used on the sentences. Transferring the analyzed messages in SL into the TL messages by finding out the equivalent meanings of the text. Restructuring the equivalent meanings of SL to receptor language (RL) with accepted forms/sentences patterns, the message is RL must be the same with my messages in SL.
C. Vocabulary Mystery Box

1. Definition

   Vocabulary is the experience of most language teachers that the single, biggest component of any language course (McCharty, 1990: 1). Another definition as stated by Brash (1985:899) "vocabulary is a listing, either selective or exhaustive, the words and, phases of language with meaning or translation into another".

   Mystery Box is the box that use as media to help the teacher in the learning process. Media can act as facilitator in the teaching-learning process (Rao, 2014 p:142). It means that the media use to help the teacher to give information to the students. In teaching and learning process the use of media is to make the process run effective and interesting.

   The teacher can use guessing games about an unknown item in a ‘Mystery Box’ to help children improve their abilities to listen to others, recall information, ask purposeful questions, classify items by class, make inferences, synthesize information, and draw conclusions. (C. Rule, Audrey, 2007: 13). The Mystery Box is a game that students will encourage their creativity and become more aware of their mathematical thinking (Yanuarto, 2014: 88). The mystery box sometimes has clues to guess to know what is the meaning of the objects in the mystery box. The function of ‘Mystery Box’ as a tool that will help the teacher in guessing game. In this research, the
researcher uses a paper that has a vocabulary with the clues as for the item.

From the definition above, it can be concluded that Vocabulary ‘Mystery Box’ is the media that use in guessing game about vocabulary items with clues. This game will help children improve their abilities to listen to others, recall information, ask purposeful questions, classify items by class, make inferences, synthesize information, and draw conclusions. The purpose of this game is the students know the meaning of words, especially in Indonesia language.

2. Rule of the game Vocabulary ‘Mystery Box’

   The rule of the game Vocabulary ‘Mystery Box’ by following steps:
   a. The teacher prepares a box in which there are some difficult words with context clues contained in the material inside the box and introduce to students about the box.
   b. Teacher gives student’s material with underline difficult vocabulary in the text.
   c. After that, the teacher divided students into four group and ask them to take out the vocabularies with context clues inside of Mystery Box.
   d. Teacher ask students in one group to say the words with the clues
   e. Teacher gives chance for the students in another group to guess what the meaning of the vocabulary in the text.
f. After students know the meaning of the words, teacher writes the words in a whiteboard to help them memorize the words.

3. Used Context Clues in Vocabulary

To improve translation skills by using Vocabulary ‘Mystery Box’, the researcher uses context clues. While inferring the meaning of an unfamiliar word, language learners use different types of clues including contextual ones (Paribakht & Wesche, 1999). As states by Haastrup (1989 in Parel, 2004, 848) as cited by Cetinavci (2014: 2670) Contextual guessing is defined as an important strategy in the absence of dictionaries or human assistance and it "entails guessing the meaning of target word based on interpretation of its immediate context with or without reference to knowledge of the world".

Context clues are enabled to help students learn the meaning of the words. As states by Hartmann & Blass (2007) as cited by Innaci & Sam (2017, 40) "context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby. For example:

"The fireman *ascended* the tree and brought the little girl's kitten back down to her."

If the reader knows that trees are tall and that kittens like to climb high to feel safe, then the reader can guess that "*ascended*" means "*to climb*".
Contextualization helps learners to understand and effectively use the target language. Many shades of meaning of words used in a particular context can better be mastered if context clue is provided. This way of testing administered to the tertiary level second language learners (SLL) seems effective as the vocabulary learning becomes a practicality. Context Clue test enables the SLL to learn many words from the context. In course of reading a text, if learners fail to interpret words correctly, they might end up in misunderstanding the text. Even the dictionary meaning of certain words used in reading texts may differ from the contextual meaning of the words. Context clues help the students in making a logical guess of the meaning of the unknown words.

According to Innaci & Sam (2017, 41), context clues are classified into four types namely:

a. Definition or Restatement - The meaning of the vocabulary word is in the sentence itself, usually following the vocabulary word

**Example:** The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision.

b. Synonym - The sentence uses a similar word to help explain the meaning of the vocabulary word.

**Example:** The slender woman was so thin her clothes were too big on her.
c. Antonym /Opposite/Contrast - The sentence uses a word with an opposite definition to give the meaning of the vocabulary word.

Example: Unlike Jamaal's room, which was immaculate, Jeffrey's room was very messy.

d. Example or Explanation - This type of context clue uses examples to help the reader infer the meaning of the vocabulary word.

Example: The contractor was always well remunerated for his work. For example, he received Rs.10,000 for a small addition to a house, and last year he received Rs. 5,000 for reconstructing a stairway.

From the example, it can be concluded that teach translation skills by using Vocabulary ‘Mystery Box’ by using context clues is effective, students can learn the meaning in the other words. But, the meaning is the same. It will more effective than just learn from the dictionary by one word one meaning. The clues used may be anonymous, synonymous, or even English word translation as in the Oxford dictionary.
CHAPTER III

RESEARCH METHODOLOGY

A. Procedures of the Research

In this research, the researcher used classroom action research, so in this case, the researcher used two cycles. As states by Kemmis & McTaggert (1988) has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps: plan, act, observe and reflect.

Figure 3.1

The Action Research Spiral

Source: (Kemmis & McTaggert, 1988)
B. Cycles of Classroom Action Research

Classroom action research activities involve repeated, each consisting of planning, acting, observing, and reflecting. In this research, the researcher conducts two cycles.

a. Cycle I

1. Planning

The researcher prepared the activities in the planning as follows:

a) Prepare materials, making a lesson plan, and design the step in doing in the action

b) Prepare a list of students’ name and scoring

c) Prepare teaching-aids

d) Prepare observation sheets for students and teacher

e) Prepare a test for pre-test and post-test (to know whether students’ translation skill improve or not)

2. Acting

In this stages, the learning is led by the teacher. The activities in the action as follows:

a) Giving pre-test (It made the researcher know about students’ translation skill before the implementation)
b) Teaching the material, explain about the story

c) Asking the students some questions orally and students have to answer orally based on the story that the teacher told.

3. Observation

In this stage, while the teacher doing acting, the researcher observed the learning process. The researcher observing the teacher and students by using classroom observation sheet. The researcher prepared observation sheets as follows:

Table 3. 1  
Teachers’ Observation Sheet

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher give evaluation after the lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher ask the student’s difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher applied the treatment well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. 2  
Students’ Observation Sheet

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students active during learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students feel enthusiastic when the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Reflecting

The researcher evaluated the activities that have been done. Then, the teacher and the researcher discussed to make an evaluation of what should they do to solve the problems. And then, the researcher analyzing the data from the test and observation sheet of Cycle I.

b. Cycle II

The second cycle does base on the results of Cycle I. If the result from observation show that the quality of the students was still low, it is needed another action in order to make improvement for the next cycle.

1. Planning

The researcher prepared the activities in the planning as follows :

a) Prepare materials, making a lesson plan, and design the step in doing in the action

b) Prepare a list of students’ name and scoring

c) Prepare teaching-aids

d) Prepare observation sheets for students and teacher
e) Prepare a test post test (to know whether students’ translation skill improve or not)

2. Action

In this stages, the learning is led by the teacher. The activities in the action as follows:

a) The teacher asks the students about the material that have already discussed in previous meeting

b) Teaching materials again using Vocabulary ‘Mystery Box’ as following the rule.

c) Asking the students some questions orally and students have to answer orally based on the story that the teacher told.

d) Giving post-test

3. Observation

The researcher observed the learning process. The researcher observing the teacher and students by using classroom observation sheet. The observation sheet is same with cycle I. The researcher want to know the improvement for teacher and students after the implementation in cycle I.
4. Reflection

In this stage, the researcher and the teacher made a discussion and conclusion after analyzing the data. The conclusion was made by comparing the students’ score and observation sheet between cycle I and cycle II. The researcher analyzed the data of pre-test and post-test and observation sheet. The KKM (Kriteria Ketuntasan Minimal) or passing grade of the test was 75, and the target of the passing grade was 80%. If the student’s pass the target, it can be concluded that the technique was given by the researcher was successfully improve the students in translation skill.
CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings in this research. The researcher analyzed data collected from thirty-two students of the class IX-F MTs Negeri Salatiga in the academic year 2018/2019. It displays the finding of the collected data from the beginning until the end of the research. The finding consists of the results of the cycle I and cycle II. The two cycles are the treatment of the implementation of the Vocabulary ‘Mystery Box’ to improvement students’ English-Indonesian translation skill.

A. Research Finding

The research consists of two cycles, each cycle consist of planning, acting, observing and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle I

   a. Implementation of Cycle I

      Before conducting the research, the researcher prepared the instrument of the research, they are as follows:

      1) Planning

      The researcher prepared several instruments, they are as follows:

      a. Lesson Plan
The lesson plan was used to control the teaching and learning process in this research. The researcher used it as guidance to manage time and activities during teaching and learning process.

b. Material

The researcher prepared Islamic narrative text as material for this research. The researcher chooses a story about Abu Nawas.

c. Observation sheet

Observation sheet was prepared in order to know the students and teacher activities during the teaching and learning process.

d. Teaching Aid

The researcher prepared some instruments like board-marker and power point presentation.

e. Test

The researcher prepared pre-test and post-test for this research. The pre-test was done before using Vocabulary ‘Mystery Box’ to know the competence of students in English-Indonesian translation skill in Islamic narrative story. The researcher used post-test after using Vocabulary ‘Mystery Box’ to see the result of the study before and after treatment. In this cycle, the researcher only used pre-test.

2) Implementation of the action cycle I

The research of cycle I was done on Monday 30 July 2018 in IX-F class of MTs Negeri Salatiga. The researcher and the
teacher act as a collaboration. The atmosphere of the class was quiet when the teacher and the researcher entered the class.

On Monday 30 July 2018, it was followed by 32 students in the class. the teacher started the lesson

**Teacher**: “Assalamualaikum warahmatullahi wabarakaatuh”

**Students**: “Waalaikumsalam warahmatullahi wabarakaatuh”

**Teacher**: Good Morning students, how are you today?

**Students**: “Good morning mom, I am fine thank you, and you?”

**Teacher**: “I am fine too thank you, let’s start our lesson today by reciting basmallah together

**Students**: “Bismillahirrahmaanirrahim”

**Teacher**: “So today, I want to introduce someone to all of you, please come here Miss” (ask the researcher)

**Researcher**: “Hello everyone, my name is Dona Arta, I am from IAIN Salatiga, I hope all of you still remember me, I have done teacher training or PPL in this school one year ago. Do you still remember me?”

**Students**: “Yes Miss...”
Researcher: “Thank you, I am here today to do research, and Mrs. Farida allow me to do the research in this class, and I hope we can do a great job today”

Students “Yes Miss....”

After introducing the researcher, the teacher introduces the material to students. The teacher asks several questions about narrative text because, for ninth grade, the material about narrative text has been given in eighth grade. So the students did not confuse about the question and can answer the question correctly. After giving a little explanation and ask several questions about the narrative text, the teacher told that they will do a pre-test. The teacher helped the researcher to give pre-test. The pre-test was the story about Abu Nawas. The teacher asked the students to translate all of the text from the English language into Indonesia language. All of the students tried to translate the text by using a dictionary. The teacher and the researcher walked around the class and helped the students who get difficulties. It was done in one meeting. After the students finished the pre-test, the teacher closed the lesson.

3) Observation

The researcher observed the learning process of monitoring the teacher and the students’ activity and attention during the action in the classroom. This observation was purposed to know how fat the situation and enthusiasm the students. The observation
was to evaluate the teaching and learning process, collecting data and monitor the class. The results of teacher observation and students observation sheets can be seen as follow:

Table 4.1

Teachers’ Observation Sheet Cycle I

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 4.2

Students’ Observation Sheet Cycle I

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Most of students was busy about their activities</td>
</tr>
<tr>
<td>2.</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Some students keep silent when the teacher give question</td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

4) Reflection

Based on the observation of the cycle I, there were some reflections that should be given attention to maximizing the ability of students in Translation skill. The researcher found some weaknesses
that happened during the teaching-learning process. The weaknesses were; more or less of a quarter of XI-F students were still lack vocabulary, felt nervous and not confident. When the teacher explains in the English language, they did not understand, but when the teacher explains in Indonesian, they could understand. It means that most of them know the meaning, but don’t know the words in the English language. So the teacher should help the students to give a clue in Indonesian but still teaching the words in English. The researcher concluded that the teacher should have a new technique that appropriates with students’ problem. So the researcher prepared a new technique to help teacher solve the problem.

2. CYCLE II

a. Implementation on Cycle II

1) Planning

The researcher prepared several instrument, they are as follows:

a. Lesson Plan

The lesson plan was arranged based on the problem in the result of cycle I

b. Material

The researcher prepared Islamic narrative text as material for this research. The researcher chooses the
story of Abu Nawas. In this cycle, the story entitle was “A Fair Share Story” and “The Stilts”

c. Observation sheet

Observation sheet was prepared in order to know the students and teacher activities during the teaching and learning process. The observation sheet was same with cycle I, but the researcher add point to observe the treatment.

d. Teaching Aid

The researcher prepared some instruments like board-marker, list of students name and scoring, handout, and mystery box.

e. Test

The researcher prepared post-test for this research. The researcher used post-test after using Vocabulary ‘Mystery Box’ too see the result of the study after treatment.

2) The Implementation of the action cycle II

The research of cycle was done on 6 August 2018 and 13 August 2018. In this cycle, the researcher was prepared game to improve students’ English-Indonesian translation skill. The name of the game was Vocabulary ‘Mystery Box’. This game will help students to enrich their
vocabulary by guessing the meaning in English language. So, this game will improve not only vocabulary but also their competence in translation skills.

On Monday, 6 August 2018, the teacher and the researcher entered the class. As usual, the teacher said basmallah together, then asked students condition, and checked attendance list. After that, the teacher asked the students about the definition and narrative text, the purpose and the generic structure of narrative text by orally. The teacher tried to review the material that has been given last week. The teacher explained more detail in Indonesian in order to make the students understood about the material.

After explained, the teacher asked the researcher to introduce the treatment. The researcher started to introduce the game Vocabulary ‘Mystery Box’ in front of class

Researcher : “Today, I will introduce a game for you, the name of this game is Vocabulary ‘Mystery Box’ (showing a box). In here, I have a box, this box has contained vocabulary. So, I will give you a text, about the narrative story, and the text has difficult words. It has twenty difficult words, and
each box has five vocabularies. Your job is to find the meaning of that words in *Indonesian*. Don’t open the dictionary, because, in this box, the words have clue that will help you find the meaning. The clue can act as a synonym, antonym, or even the explanation of the words in English. I will divide you into a group, and start to play the game, when you find your group, discuss the words and keep silent because the other group has to guess what is the meaning of the words that you say. The other groups who get chance to guess the meaning, don’t ever try to open the dictionary. The point of this game is to help you translate the words without looking the dictionary. You can learn the meaning of words and even enrich your vocabulary. Do you understand what I mean?”

Students : “Yes Miss....”

Researcher : “First, I will divide you into four groups, and start count one, two, three, four and back to one again until the end, and meet
your group, start from you (choose one student and start counting”

After divided the students into four group, the teacher and the researcher give the box in each group and let the students discuss for fifteen minutes to looking for the meaning. After the students finished find the meaning. The teacher gives a chance to students to stand up and said the words loudly and play the game

Teacher : “Can we start the game now?

Students : “Yes Mom”

Teacher : “Okay, Group A, you can say the words, and the other groups, please watch and listen carefully, and if you know the answer, raise your hands and answer it”

Group A : “The first word is Judge. This is a profession of someone”

Group B : “Profession? Pekerjaan?”

Group A : “Yes! In law”.

Group C : (start to discuss) “Apa pekerjaan yang ada di hukum?” (what is the profession in law major?

Group C : (raise hand) Hakim? (judge)
Group A: Yes! Next word is **sick, the antonym of health**

Group D: “**sakit!”** (sick)

The game was played around fourty-five minutes. When the game was played, the teacher writes the words in the white-board, and guide the game until the end. When the game was a play also, the researcher observed the students and the teacher and write it down into Observation sheet.

After the game ended. The teacher asked the students to translate all of the narrative text that given as post-test. The researcher asked the students not to try open the dictionary. Because the teacher wants to know how is the competence of students in translation skill without using a dictionary. After the students finished the test, the teacher closed the meeting.

On 13 August 2018 the teacher and the researcher entered the class. In this meeting, the teacher still used Vocabulary ‘Mystery Box’ to help students in Translation skill. The atmosphere of the class was good. The teacher began to start lesson
Teacher: Good Morning students, how are you today?

Students: “Good morning mom, I am fine thank you, and you?”

Teacher: “I am fine too thank you, let’s start our lesson today by reciting basmullah together

Students: “Bismillahirrahmaanirrahim”

Teacher: “Today, we will continue our lesson, I am curious about something. Do you know what we will do today?”

Students: “We play Vocabulary Mystery Box Mom”

Teacher: Great! Today, we will do it again, do you still remember how to play the game?

Students: “Yes Mom”

Teacher: “Okay, so we have to divided group again, and start counting from you (choose one students in the left corner)

After the students was divide into four group The researcher gave the mystery box in each group, and also give a text that will help them to understand the vocabularies.
Teacher: “Sudah dapat semua teksnya?” (Have you get the text?)

Students: Ya bu!! (Yes Mom!!)

Teacher: Okay, I will give you time to discuss the vocabularies in your mystery box. Is it fifteen minutes was enough?”

Students: “Yes Mom!”

The students was discuss in their group to find the meaning. The students was allowed to use dictionary to find the meaning the vocabularies in the box. But they did not allowed when the game was start to played and guessing the meaning.

When the researcher walk around in each group, the researcher was observe and write it down in students observation sheet.

Teacher: Let’s start the game please!

Group A: “the word is Jail, can you guess the meaning?”

Group C: “sebutkan petunjuknya!” (mention the clues, please!)

Group A: “this is place for criminal”
Group B: (raise hand) *Saya tahu! Penjara!* (I know! *Penjara*)

The teacher: “*Ya betul! Jika teman kamu tidak bisa menebaknya, kamu bisa menyebutkan petunjuknya lagi atau bahkan menambahkan petunjuknya berdasarkan kata-katamu*”

(Yes Right! If your friend can’t guess it, you can mention the other clues again, or even add the clues based on your own words)

Group A: Yes Mom, the next words is *Stilts*. The clue is, this is *traditional game, game ini biasanya dimainkan waktu hari kemerdekaan* (this game you may play on National Celebration Day)

Group D: “*Bisa berikan petunjuk lain?*” (Can you give another clues?)

Group A: “This game *will help you to walk without touching the ground, and you can be higher than your tall*”

Group B: Panja Pinang!

*All of students was laugh*
Group A : No! It is not!

Group C : (Raise hand) “Is that Egrang?”

Group A : Yes!

The game was played around thirty minutes. Because most of the students were known the meaning of the words. The atmosphere when the game was played was good. Most of the students can guess the meaning of the words.

When the game was played. The teacher writes the words in white-board. And help the students if they did not know the meaning or how to pronounce the words in English. The researcher observed the students and the teacher when the game was played.

After the game was ended, the teacher asked the students to translate the text as post-test. The teacher remembers the students not to open the dictionary. The students did the evaluation well. Because they knew the words.

After the students were finished the evaluation, the students collected the evaluation. After that the researcher said thanks to all of the students and the teacher who helped
the researcher. After that, the teacher closed the lesson and recited *hamdallah* together.

3) Observation

In this cycle, the researcher did the observation to observe the teacher and the students. In this cycle the researcher add point about the teacher role in the treatment.

The researcher conduct the observation as follows:

**Table 4.3**

*Teachers’ Observation Sheet Cycle II*

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher applied the treatment well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

**Table 4.4**

*Students’ Observation Sheet Cycle II*

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Students feel enthusiastic when the teacher apply treatment</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
4) Reflection

At this stage, the researcher made a conclusion after analyzing the data. The conclusion was made by comparing the students’ score. The researcher analyzed the data of pre-test and post-test. The KKM (*Kriteria Ketuntasan Minimal*) or passing grade of the test was 75, and the target of the passing grade was 80%. If the student’s pass the target, it can be concluded that the technique was given by the researcher was successfully improve the students in translation skill.

B. Data Analysis

The calculation of the data between cycle I and cycle II was conduct as follows:

1. Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of students</th>
<th>Pre Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AL</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>ASA</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>ARM</td>
<td>49</td>
</tr>
<tr>
<td>4.</td>
<td>AWT</td>
<td>59</td>
</tr>
<tr>
<td>5.</td>
<td>AMA</td>
<td>61</td>
</tr>
<tr>
<td>6.</td>
<td>AKN</td>
<td>58</td>
</tr>
<tr>
<td>7.</td>
<td>CPS</td>
<td>55</td>
</tr>
<tr>
<td>8.</td>
<td>DU</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>DMM</td>
<td>67</td>
</tr>
<tr>
<td>10.</td>
<td>ES</td>
<td>59</td>
</tr>
</tbody>
</table>
11. FRW 60  
12. GZF 56  
13. HS 61  
14. HN 60  
15. IS 61  
16. IMS 58  
17. MWU 65  
18. MAP 45  
19. MFU 60  
20. MNA 60  
21. NAL 69  
22. NMK 60  
23. PDU 70  
24. QAL 67  
25. RAP 45  
26. RA 71  
27. RHA 68  
28. TKA 70  
29. VAO 60  
30. ZDP 71  
31. ZA 60  
32. ZGA 59  
\[\Sigma\] 1933

a. Mean
\[M = \frac{\sum x}{N}\]
\[M = \frac{1933}{32}\]
\[M = 60.41\]

2. Cycle II

Table 4. 6
The result of Post Test I of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of students</th>
<th>Post Test I of Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AL</td>
<td>65</td>
</tr>
<tr>
<td>2.</td>
<td>ASA</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>ARM</td>
<td>65</td>
</tr>
<tr>
<td>No.</td>
<td>Name of students</td>
<td>Post Test II of Cycle II</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>AL</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>ASA</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>ARM</td>
<td>78</td>
</tr>
<tr>
<td>4.</td>
<td>AWT</td>
<td>79</td>
</tr>
<tr>
<td>5.</td>
<td>AMA</td>
<td>87</td>
</tr>
<tr>
<td>6.</td>
<td>AKN</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>CSP</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 4.7
The result of Post-test II of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of students</th>
<th>Post Test II of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AL</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>ASA</td>
<td>76</td>
</tr>
<tr>
<td>3.</td>
<td>ARM</td>
<td>78</td>
</tr>
<tr>
<td>4.</td>
<td>AWT</td>
<td>79</td>
</tr>
<tr>
<td>5.</td>
<td>AMA</td>
<td>87</td>
</tr>
<tr>
<td>6.</td>
<td>AKN</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>CSP</td>
<td>80</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>2369</td>
</tr>
<tr>
<td>No.</td>
<td>Name of students</td>
<td>Post Test Cycle I</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1.</td>
<td>AL</td>
<td>65</td>
</tr>
<tr>
<td>2.</td>
<td>ASA</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>ARM</td>
<td>65</td>
</tr>
<tr>
<td>4.</td>
<td>AWT</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>AMA</td>
<td>75</td>
</tr>
<tr>
<td>6.</td>
<td>AKN</td>
<td>78</td>
</tr>
<tr>
<td>7.</td>
<td>CPS</td>
<td>74</td>
</tr>
<tr>
<td>8.</td>
<td>DU</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>DMM</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 4.8

The result of Post-test I and Post-test II
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>ES</td>
<td>74</td>
<td>86</td>
<td>12</td>
</tr>
<tr>
<td>11.</td>
<td>FRW</td>
<td>76</td>
<td>86</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>GZF</td>
<td>75</td>
<td>86</td>
<td>12</td>
</tr>
<tr>
<td>13.</td>
<td>HS</td>
<td>76</td>
<td>85</td>
<td>9</td>
</tr>
<tr>
<td>14.</td>
<td>HN</td>
<td>75</td>
<td>61</td>
<td>-4</td>
</tr>
<tr>
<td>15.</td>
<td>IS</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>16.</td>
<td>IMS</td>
<td>75</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>17.</td>
<td>MWU</td>
<td>74</td>
<td>86</td>
<td>12</td>
</tr>
<tr>
<td>18.</td>
<td>MAP</td>
<td>76</td>
<td>85</td>
<td>11</td>
</tr>
<tr>
<td>19.</td>
<td>MFU</td>
<td>73</td>
<td>84</td>
<td>11</td>
</tr>
<tr>
<td>20.</td>
<td>MNA</td>
<td>75</td>
<td>82</td>
<td>7</td>
</tr>
<tr>
<td>21.</td>
<td>NAL</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>NMK</td>
<td>76</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>23.</td>
<td>PDU</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>24.</td>
<td>QAL</td>
<td>77</td>
<td>87</td>
<td>10</td>
</tr>
<tr>
<td>25.</td>
<td>RAP</td>
<td>75</td>
<td>86</td>
<td>11</td>
</tr>
<tr>
<td>26.</td>
<td>RA</td>
<td>76</td>
<td>87</td>
<td>11</td>
</tr>
<tr>
<td>27.</td>
<td>RHA</td>
<td>75</td>
<td>87</td>
<td>12</td>
</tr>
<tr>
<td>28.</td>
<td>TKA</td>
<td>73</td>
<td>88</td>
<td>15</td>
</tr>
<tr>
<td>29.</td>
<td>VAO</td>
<td>77</td>
<td>88</td>
<td>11</td>
</tr>
<tr>
<td>30.</td>
<td>ZDP</td>
<td>75</td>
<td>86</td>
<td>11</td>
</tr>
<tr>
<td>31.</td>
<td>ZA</td>
<td>72</td>
<td>87</td>
<td>15</td>
</tr>
<tr>
<td>32.</td>
<td>ZGA</td>
<td>72</td>
<td>88</td>
<td>13</td>
</tr>
<tr>
<td>Σ</td>
<td>2369</td>
<td>2656</td>
<td>276</td>
<td>3432</td>
</tr>
</tbody>
</table>

a. Mean of Post-test I

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{2369}{32} \]

\[ M = 74.03 \]

b. Mean of Post-test II

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{2656}{32} \]
M = 83

c. Standard deviation of post-test I and post-test II

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{3432}{32} - \left(\frac{276}{32}\right)^2} \]

\[ SD = \sqrt{107.25 - 74.30} \]

\[ SD = \sqrt{32.95} \]

\[ SD = 5.74 \]

d. T-test calculation

\[ T = \frac{\left(\frac{\sum D}{N}\right)}{SD} \left(\frac{1}{\sqrt{N - 1}}\right) \]

\[ T = \frac{\frac{276}{32}}{5.74} \left(\frac{1}{\sqrt{32 - 1}}\right) \]

\[ T = \frac{8.62}{5.74} \left(\frac{1}{\sqrt{31}}\right) \]

\[ T = \frac{8.62}{5.5} \]

\[ T = \frac{8.62}{1.04} \]

\[ T = 8.28 \]
C. Discussion

Based on the result of analyzed in cycle I and cycle II, the researcher analyzed the teacher and the students improvement from each cycle. The improvement as follow:

A. Observation

Based on the teachers’ observation sheet in cycle I, the researcher concluded that the teacher did the teaching process well. The teacher prepared the material first, and give a review of the material. The teacher can conduct the classroom, it can be seen when some of the students did not pay attention, the teacher asked the students to pay attention. The teacher did not waste the time and use time effectively. Before the teacher gives an evaluation, the teacher asks the students difficulties, and make sure that students can understand the material and even explain in Indonesian to students. At the end of the lesson, the teacher gives an evaluation to students. The teacher used pre-test to know how was the competence of students.

Based on students’ observation sheet. The researcher concludes that most of the students did not really good during the learning process. When the teacher tried to explain the material, most of them were busy with their activities, and even talk to their friend. When the teacher explains in English, most of them did not understand, so the teacher should explain in Indonesian. When the teacher explains in Indonesian, they could understand about the explanation. When the teacher asks several
questions to students, some of the students did not answer the question and keep silent. At the end of the teaching and learning process, the students do the evaluation well.

Based on the observation in cycle II, the researcher can conclude that the teacher did the teaching process well. The teacher prepared the material, conduct the classroom, use time effectively, give the evaluation after the treatment, and ask students difficulties to make sure that all students understood. The teacher also guides the game well. The teacher helps the students who get difficulties when tried to guess. The teacher also gives some direction to pronounce the words. At the end of the lesson, the teacher gave post-test as evaluation after treatment.

Based on the observation, the researcher sees the differences between the students when the teacher applied the treatment. In this cycle, the students were given more attention with the teacher explanation, and more active during the learning process. Because in this cycle, the students have a role in the learning process. The students were asked about guessing something, it means that the students have to think and give attention. The students feel enthusiastic when the teacher applied the treatment because this is something new for them, they did not get bored with this learning process. The students also did the evaluation well.
B. Result of Cycle I and Cycle II

**Table 4.9**

**Mean of Students’ Score**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analyzed</th>
<th>Cycle I Pre Test</th>
<th>Cycle II Post Test-I</th>
<th>Cycle II Post Test-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>60.41</td>
<td>74.03</td>
<td>83</td>
</tr>
</tbody>
</table>

Based on the result of mean of students’ score, it can be seen that there is improvement between cycle I and cycle II. The result shows that mean of pre-test was 60.41, but there is improvement in cycle II that was 74.03 and 83.

**Table 4.10**

**The Classification of Pre Test Result**

<table>
<thead>
<tr>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-90</td>
<td>-</td>
<td>-</td>
<td>The translation almost perfect</td>
</tr>
<tr>
<td>76-85</td>
<td>-</td>
<td>-</td>
<td>The translation is very good</td>
</tr>
<tr>
<td>61-75</td>
<td>14</td>
<td>43.75%</td>
<td>The translation is good</td>
</tr>
<tr>
<td>46-60</td>
<td>16</td>
<td>50%</td>
<td>The translation is enough</td>
</tr>
<tr>
<td>20-45</td>
<td>2</td>
<td>6.25%</td>
<td>The translation bad</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the result above shows that students’ score was not passing grade the test. The KKM (Kriteria Ketuntasan Minimal) or passing grade was 75. And the result of pre-test shows that there is no one of students who passing grade. And the classification of pre-test shows that 43.75%
students who get score 61-75 were could not say that they were passing grade. It indicated that the success of the cycle I should be improved.

Table 4.11

The Classification of Post Test I of Cycle II Result

<table>
<thead>
<tr>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-90</td>
<td>-</td>
<td>-</td>
<td>The translation almost perfect</td>
</tr>
<tr>
<td>76-85</td>
<td>8</td>
<td>25%</td>
<td>The translation is very good</td>
</tr>
<tr>
<td>61-75</td>
<td>24</td>
<td>75%</td>
<td>The translation is good</td>
</tr>
<tr>
<td>46-60</td>
<td>-</td>
<td>-</td>
<td>The translation is enough</td>
</tr>
<tr>
<td>20-45</td>
<td>-</td>
<td>-</td>
<td>The translation bad</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the result above shows that students’ score was passing grade the test. The KKM (Kriteria Ketuntasan Minimal) or passing grade was 75. And the result of Post test I shows that there are more of the students were passing grade. The classification of post-test I show that there is no students who get grade under 61. It means the post test of cycle II was improve than cycle I

Table 4.12

The Classification of Post-test II of Cycle II Result

<table>
<thead>
<tr>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-90</td>
<td>14</td>
<td>43,75%</td>
<td>The translation almost perfect</td>
</tr>
<tr>
<td>76-85</td>
<td>14</td>
<td>43,75%</td>
<td>The translation is very good</td>
</tr>
<tr>
<td>61-75</td>
<td>4</td>
<td>12,5%</td>
<td>The translation is</td>
</tr>
</tbody>
</table>
From the result above shows that students’ score was passing grade the test. The KKM (*Kriteria Ketuntasan Minimal*) or passing grade was 75. And the result of Post test II shows that there is more of the students were passing grade. The classification of post test II shows that there is 12.5% students who get score 61-75, and 43.75% students who get score 76-85, and 43.75% students who get score 86-90. It means there is 87.5% students was passing grade. It means that there is improvement between post-test cycle I and post test cycle II. The target of this research was 80% students who passing grade, and the result show that more than 80% students was passing grade. It can be conclude that this research was succesful.

On the result among T-test show that the use of Vocabulary ‘Mystery Box’ was succesfull to improve students’ translation skill. It could be seen from the T-table. T-table of 31 (N-1) was 2.03, and the result of t-test was 8.28. It can be seen that the result of t-test was higher than t-table. Therefore, there was a significat enhancement of the research

In addition, the students look more enjoy and happy to translate the text from English language to Indonesian language in the class. It is caused by the implementation of Vocabulary ‘Mystery Box’ help them to
enrich the vocabularies that can help them to translate the text. The atmosphere in the class being not too formal so the students could enjoy the learning process.
CHAPTER V

CLOSURE

A. Conclusion

The title of this research is “The Use of Vocabulary ‘Mystery Box’ to Improve English-Indonesian Translation Skill for the Ninth Grade Students of MTs Negeri Salatiga in the Academic Year 2018/2019. The finding of the research in MTs Negeri Salatiga shows:

1. The implementation of using Vocabulary ‘Mystery Box’ as media can improve English-Indonesian translation skill in the English-Indonesian translation skill. Vocabulary ‘Mystery Box’ to improve English-Indonesian translation skill for the ninth grade students of MTs Negeri Salatiga in the academic year 2018/2019 has be done effectively. This game will help children improve their abilities to listen to others and recall information. The purpose of this game is the students know the meaning of words. The student have to guess the meaning the word in English with the clues to know the meaning in Indonesia language, after guess what the meaning of the words the students can memorize the word to help them translate the sentence in English.
2. The improvement of the students’ translation skill can be proved by the results of students’ score. The KKM (Kriteria Ketuntasan Minimal) or passing grade was 75. The result shows that in the pre-test of the cycle I there is no students who passing grade, in the post-test I of cycle II show that there are 75% students who get a score between 61-75. It shows that there is an improvement, and the result of post-test of cycle II show that there are 12,5% students who get score 61-75, and 43,75% students who get score 76-85, and 43,75% students who get score 86-90. It means there is 87,5 % students was passing grade It means that there is improvement between post-test cycle I and post-test cycle II. The target of this research was 80% students who passing grade, and the result shows that 87,5% of students were passing grade. It can be concluded that this research was successful. The improvement of the students’ translation skill can be proved by t-test calculation. The t-test is a formula to know the significant differences between pre-test and post-test. The t-test from this research is 8,28. The t-table of 31 (N-1) was 2,03 it means that t-test was higher than t-table. It means that the use of Vocabulary ‘Mystery Box’ is successful to improve the students’ translation skill.

B. Suggestion
Regarding teaching translation by using Vocabulary ‘Mystery Box’, the researcher would like to suggest as follows:

a. For the teachers

It can be input and reference to the English teachers in teaching vocabulary and translation. They can get an appropriate way to teach. The teachers have to put in self as a facilitator, controller and guide all students who need help when they get difficulties. The teacher should have to ask students to act in the teaching-learning process. The teacher should give motivation to all students to help them build self-confidence.

b. For the students

The students should take apart actively in the learning process, do not shy and afraid to express an idea when speaking in English. They should be confident in the class. they also must pay attention seriously in the class when the teaching-learning process is going on. The students have to develop their self-motivation and minimize their anxiety of studying the English language.

c. For other researchers

Based on the result that Vocabulary ‘Mystery Box’ can improve the student's translation skill, the researcher suggests to the other researcher to implement this in teaching translation. Furthermore, the result can be used as the reference for further research into another topic discussion, it may also useful to have research with different students condition.
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Supriyatna, H. (2014). *The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam (An Experimental Study at the Second Grade of MTs Darussalam Academic Year 2013/2014)*. Sarjana Skripsi. State Islamic University (UIN) Syarif Hidayatullah Jakarta

DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Dona Arta
NIM : 113-14-049
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from others researchers. Theories and citations are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga's e-repository.

Salatiga, October 3rd 2018

The Researcher,

Dona Arta

NIM: 113 14 049
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2. Education Background
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   SD N Dukuh 01 Salatiga : 2007
   SMP N 5 Salatiga : 2011
   MAN Salatiga : 2014
   IAIN Salatiga : 2018

Salatiga, 5 Oktober 2018
The Researcher

Dona Arta
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Dona Arta
NIM : 113-14-049
Faculty : Teacher Training and Education Faculty
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Salatiga, October 3rd 2018

The Researcher,

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NIM. 113 14 049
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INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
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Jl. Lingkar Selatan, No.2 Tele: (0298) 6611164 Fax: (0298) 223433 Salatiga 50712
http://www.iainsalatiga.ac.id email : administrasi@iainsalatiga.ac.id

Nomor : B.1.3.012/ln.21/D1.1/PN.03.00/01/2018
Lamp : Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Faizal Risdianto, M.Hum

di Tempat
Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : DONA ARTA
NIM : 113-14-049
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE EFFECTIVENESS OF VOCABULARY "MYSTERY BOX" AS MEDIA IN ISLAMIC NARRATIVE STORY TO MASTER ENGLISH-INDONESIA TRANSLATION SKILL

Apabila dipandang perlu Saudara disini tentunya mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 10 Januari 2018
a.n. Dekan,
 Wakil Dekan Bidang Akademik

[Mufiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004]

Tembusan : 1. Dosen Pembimbing
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Dona Arta
NIM : 113-14-049
Judul Skripsi pada surat penunjukan pembimbing skripsi :
The Effectiveness of Vocabularly "Mystery Box" As Media in Islamic Narrative Story to Mastering English-Indonesia Translation Skill for eight grade of MTs Negeri Salatiga in the academic year 2017/2018

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>6 Maret 2018</td>
<td>Proposal Project</td>
<td>* Change title</td>
<td></td>
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<tr>
<td>2.</td>
<td>6 Maret 2018</td>
<td>Change title &quot;The use of Vocabularly &quot;Mystery Box&quot; to improve English-Indonesia Translation Skill for eight grade of MTs Negeri Salatiga in the academic year 2017/2018</td>
<td>* Check grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 April 2018</td>
<td>Chapter I</td>
<td>* Use APA reference</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>5 April 2018</td>
<td>Chapter II &amp; Chapter III</td>
<td>ACC</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>19 April 2018</td>
<td>Chapter IV</td>
<td>* Research more about translation</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>2 Juni 2018</td>
<td>Chapter V</td>
<td>* Check grammar</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>9 Juli 2018</td>
<td>Chapter VI</td>
<td>* Explain more about previous study</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>19 Agustus</td>
<td>Chapter VII &amp; appendices</td>
<td>ACC</td>
<td></td>
</tr>
</tbody>
</table>

Dosen Pembimbing,

Catatan:  
NIP. 197507171983080110
Pre Test and Post Test
Teacher Explain the Material
The Implementation
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs. Negeri Salatiga
Mata pelajaran : Bahasa Inggris
Kelas / Semester : IX / I
Materi Pokok : Narrative Text about Fairytales
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghersybut, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairy tales*

**C. Tujuan Pembelajaran**

Setelah selesai dengan pembelajaran peserta didik dapat:

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairy tales*

**D. Materi Pembelajaran**

*Fungsi sosial*

Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luwr

*Struktur teks*

Dapat mencakup:

- Orientasi

- Komplikasi

- Resolusi

*Unsur kebahasaan*

- Kalimat deklaratif dan interrogatif dalam simple past tense

- Frasa adverbia: *a long time ago, once upon a time, in the end, happily ever after.*

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
Topik
Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
- Metode pembelajaran: Project Based Learning (PBL)
- Model pembelajaran: Scientific approach

F. Media dan Alat Pembelajaran
- Media: Printed text, Powerpoint presentation.
- Alat: LCD Proyektor, laptop, mystery box, white board, spidol
- Sumber belajar: LKS, internet.

G. Langkah-langkah Pembelajaran

1. Pendahuluan (10’)
   a. Guru menyapa siswa dalam bahasa Inggris.
   b. Guru memeriksa kehadiran siswa
   c. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.
   d. Guru menyampaikan tujuan pembelajaran.
   e. Guru menyampaikan kemampuan yang akan dicapai peserta didik.

2. Kegiatan Inti (60’)
   ➢ Mengamati
      a. Peserta didik menyimak cerita yang sudah disediakan
b. Peserta didik diberi kesempatan untuk memahami cerita yang disediakan

➢ Menanya
a. Peserta didik mempertanyakan hal – hal atau informasi yang belum diketahui tentang beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale

➢ Mengumpulkan Informasi
a. Peserta didik menyimak cerita yang dibacakan guru
b. Peserta didik membaca kembali cerita fairytale yang sudah dibacakan oleh guru

➢ Mengaoasisasi
a. Peserta didik menyebutkan bagian – bagian yang ada pada teks fairytale
b. Peserta didik menentukan pesan yang terkandung dari cerita yang sudah disediakan
c. Peserta didik menentukan unsur – unsur dalam cerita (tokoh, latar, karakter, dll)

➢ Mengkomunikasikan
a. Peserta didik diminta untuk menerjemahkan cerita ke dalam bahasa Indonesia
b. Peserta didik diijinkan untuk membuka kamus dan bertanya kepada guru jika ada kata-kata yang sulit untuk diterjemahkan

3. Kegiatan penutup (10’)
c. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.
d. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian
1. Teknik penilaian.
   a. Tes tertulis

1) Structure (grammatical)

   Structure about morphology and syntax. It is very important in
   grammatical/structure. Syntax about related words which is form
   a phrase, clause, or sentence. Whereas, morphology is about
   internal words. Syntax is very important in translation, because a
   mistake in transferring structure would change the meaning. So, the
   translators must be able to translate all texts without changing the meaning.

2) Spelling

   It all about spells of letters, words and punctuation. In
   translation the all spells should to be true, so the reader would not
   misunderstanding in read the translation texts.

3) Diction

   The function of diction are to explain or express something
   exactly. Diction must appropriate with situation and function of
   using the words. There are 5 levels in choosing of diction; they are
   Literal, Syntactical, Idiomatical, Aesthetical, and Ethical.

4) Idiom

   Idiom also defines a linguistic usage that is grammatical
   and natural to native speakers of language. Understanding the
   meaning of idioms is also very important, in order to avoid the
   change of meaning in translation.

5) Effectiveness of Sentence
Effectiveness of sentence is sentence which have capability to make the reader and writer comprehend the same ideas and meaning. Translators must use of effective sentence because in translation not all words must translate when they have same meaning.

6) Language Style

Words that contains same meaning which is inherent in translation should not be contradiction with norms in source language. Translators must know and use language styles that used by source writer.

Table Category of Assessment Translating Text

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The translation almost perfect</td>
<td>86-90 (A)</td>
<td>Translation is natural, like as texts translation, there are no spelling mistakes, structure, mistake of technical terms.</td>
</tr>
<tr>
<td>The translation is very good</td>
<td>76-85 (B)</td>
<td>There are no distortion meaning, stiff translation, mistake of</td>
</tr>
<tr>
<td>The translation is good</td>
<td>61-75 (C)</td>
<td>technical terms, there are few of spelling and structure mistakes</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>The translation is enough</td>
<td>46-60 (D)</td>
<td>There are no distortion meaning, there are stiff translation but not more than 15% from text overall, mistake in structure and idiom not more than 15%, there are few of spelling mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff technical terms/unclear/not appropriate</td>
</tr>
</tbody>
</table>
The translation is bad | 20-45 (E) | Translation is very like translation texts, much of stiff translation more than 25%, mistake in distortion meaning and technical terms more than 25% text overall

b. Lembar Pengamatan
Teachers’ Observation Sheet

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The teacher prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher conduct the classroom well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher use the time effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher give evaluation after the lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teacher ask the student’s difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teacher applied the game Vocabulary “Mystery Box” to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Story of Abu Nawas

Once upon a time, there was a poor man. His name was Abu Nawas. Although he was poor, but he was clever and diligent. One day, he saw a notice.
The notice was about the plan of the king choose his advisor. Then he went to the palace to register to be a candidate.

"Go with me to meet the king!!" he asked.

He followed and met the king. There, Abu sat on the floor waiting for the king said. "okay, your name is Abu Nawas isn't it??!!" king asked. "Yes!" Abu Nawas replied "Okay, now answer the simple question, how many birds are there in this country?" "I will answer 99.999" Abu Nawas answered.

"Why are you so sure Abu Nawas? The king asked. "Yes, you may count them now!" Abu Nawas felt sure. "And if they are less, what do you bet?" he asked "it means some of them are visiting to their neighbours" Said Abu Nawas. "And if they are more than that number??!!" he asked again. "it means some of their neighbours are visiting them " Abu Nawas answered confidently.

After thinking for a while, than the king said, "Abu Nawas I admit you are the most candidate to be my advisor!" he smiled. Then Abu Nawas became the advisor of the king and lived in the palace. Soon after that, his life changed and became a rich man.

<table>
<thead>
<tr>
<th>CRITERIANS</th>
<th>POINTS</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure/grammatical</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Spell</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Idiom</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of sentence</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J. Pembelajaran Remedial dan Pengayaan.

Pembelajaran Remedial

Siswa yang belum mencapai KKM diberi kegiatan remedial dengan mendengarkan dan mempresentasikan secara lisan/tulis mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.
Pembelajaran Pengayaan

Siswa yang memperoleh nilai diatas KKM diberi pengayaan dengan mengerjakan latihan mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.

Salatiga, 30 Juli 2018

Mengetahui

Guru Mata Pelajaran

Farida Nairraturohmah,
S.Pd.I
NIP : 198004142007102007

Kepala Madrasah

Drs. H. Mudhlofir, M.M
NIP :
196404241997031002

Peneliti

Dona Arta
NIM. 113 14 049
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs. Negeri Salatiga
Mata pelajaran : Bahasa Inggris
Kelas / Semester : IX / I
Materi Pokok : Narrative Text about Fairytales
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghersbuatng, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

C. Tujuan Pembelajaran

Setelah selesai dengan pembelajaran peserta didik dapat:

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

D. Materi Pembelajaran

**Fungsi sosial**

Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luwih

**Struktur teks**

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi

**Unsur kebahasaan**

- Kalimat deklaratif dan interrogatif dalam simple past tense
- Frasa adverbia: *a long time ago, once upon a time, in the end, happily ever after.*

- 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**
Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

**E. Metode Pembelajaran**
- Metode pembelajaran : Project Based Learning (PBL)
- Model pembelajaran : Scientific approach

**F. Media dan Alat Pembelajaran**
- Media : Printed text, mystery box
- Alat : LCD Proyektor, laptop, mystery box, white board, spidol
- Sumber belajar : LKS, internet.

**G. Langkah-langkah Pembelajaran**

4. **Pendahuluan (10’)**
   - Guru menyapa siswa dalam bahasa Inggris.
   - Guru memeriksa kehadiran siswa
   - Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.
   - Guru menyampaikan tujuan pembelajaran.
   - Guru mendemonstrasikan sesuatu yang terkait dengan tema.
k. Guru menyampaikan kemampuan yang akan dicapai peserta didik.

5. Kegiatan Inti (60’)

➢ Mengamati
   c. Peserta didik menyimak cerita yang sudah disediakan
d. Peserta didik disediakan teks tentang fairytales

➢ Menanya
   c. Peserta didik mempertanyakan hal – hal atau informasi yang belum diketahui tentang beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales
d. Peserta didik diberi beberapa pertanyaan tentang materi dipertemuan yang sebelumnya.

➢ Mengumpulkan Informasi
   c. Peserta didik dibagi menjadi beberapa kelompok
d. Peserta didik dikenalkan dengan permainan Vocabulary Mystery Box
e. Peserta didik menyimak cara guru memainkan permainan
f. Peserta didik membaca kembali cerita fairytales yang sudah dibacakan oleh guru

➢ Mengaosisasi
d. Peserta didik mempelajari cara permainan bersama dengan teman kelompoknya
e. Peserta didik diberi kesempatan untuk menebak arti kata (vocabulary bergaris bawah) yang sudah disediakan berdasarkan clue yang ada di Mystery Box
f. Peserta didik berdiskusi dengan teman kelompoknya untuk mencari arti kata (dalam bahasa Indonesia) di cerita fairytales yang sudah disediakan
Mengkomunikasikan

a. Peserta didik mengidentifikasi cerita untuk diterjemahkan ke dalam bahasa Indonesia
b. Peserta didik menulis cerita yang sudah diterjemahkan ke dalam bahasa Indonesia.

6. Kegiatan penutup (10’)

a. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.
b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

2. Teknik penilaian.

a. Tes tertulis

1) Structure (grammatical)

Structure about morphology and syntax. It is very important in grammatical/structure. Syntax about related words which is form a phrase, clause, or sentence. Whereas, morphology is about internal words. Syntax is very important in translation, because a mistake in transferring structure would change the meaning. So, the translators must can translate all texts without change the meaning.

2) Spelling

It all about spells of letters, words and punctuation. In translation the all spells should to be true, so the reader would not misunderstanding in read the translation texts.

3) Idiom
Idiom also defines a linguistic usage that is grammatical and natural to native speakers of language. Understanding the meaning of idioms is also very important, in order to avoid the change of meaning in translation.

4) **Diction**

The function of diction are to explain or express something exactly. Diction must appropriate with situation and function of using the words. There are 5 levels in choosing of diction; they are Literal, Syntactical, Idiomatical, Aesthetical, and Ethical.

4) **Effectiveness of Sentence**

Effectiveness of sentence is sentence which have capability to make the reader and writer comprehend the same ideas and meaning. Translators must use of effective sentence because in translation not all words must translate when they have same meaning.

5) **Language Style**

Words that contains same meaning which is inherent in translation should not be contradiction with norms in source language. Translators must know and use language styles that used by source writer.

**Table Category of Assessment Translating Text**
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The translation almost perfect</td>
<td>86-90 (A)</td>
<td>Translation is natural, like as texts translation, there are no spelling mistakes, structure, mistake of technical terms.</td>
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<tr>
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<tr>
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<td>61-75 (C)</td>
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<tr>
<td>The translation is enough</td>
<td>46-60 (D)</td>
<td>Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff technical terms/unlear/not appropriate</td>
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<tr>
<td>--------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
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<td>20-45 (E)</td>
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</tr>
</tbody>
</table>

b. Lembar Pengamatan

Teachers’ Observation Sheet
II. Instrumen Penilaian Hasil Belajar

b. Post-test of Cycle I

Please translate this text below into Indonesia!

Abunawas story - A Fair Share Story

Abu Nawas father was sick, he called Abu Nawas and said "King Aaron El Rosyid will appoint you to be my successor take it, if you think you can be a good judge. If think you can not, leave it. ". No long after that, Abu's father pass away. Abu was sad and confused because he did not want to replace his father's position.

One day Abu saw children playing with hobby-horses made of the midrib of banana leaf. He made one and joined them. Some ministers saw
Abunawas. They thought that Abu was mad. They reported this to the king. The king called Abu to come to the palace. When Abu came at the gate of the palace, a guard stopped him. "I'll let you in if you promise me something, you have to give me half of anything that the king will give you "Ok, no problem," said Abu.

The king asked him. "Abu, will you be a judge like your father?" As did not answer. The king became impatient and said loudly. "Hey, Abu! Do you hear me? " Abunawas began to dancing. The king was then very angry and he think that Abu Nawas was crazy. He asked one guard to beat Abu with a rattan stick twenty times. "Now, go away," said the king. Abu left the palace and started to beat the guard ten times.

The guard reported this to the king. The king was angry and call Abu to come to the palace. "Why did you beat this guard?" Asked the king. Abu answered, "Yesterday, he stopped me and made me to promise something, He wanted me to give him half of anything that you would give to me. And you give me twenty beats on my back. So I gave him share, ten beats on his back. It's fair, is not it?".

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<table>
<thead>
<tr>
<th>CRITERIANS</th>
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<th>SCORES</th>
</tr>
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<tbody>
<tr>
<td>Structure/grammatical</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Spell</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Language Style</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of sentence</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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J. Pembelajaran Remedial dan Pengayaan.

Pembelajaran Remedial

Siswa yang belum mencapai KKM diberi kegiatan remedial dengan mendengarkan dan mempresentasikan secara lisan/tulis mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.
Pembelajaran Pengayaan

Siswa yang memperoleh nilai diatas KKM diberi pengayaan dengan mengerjakan latihan mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.

Salatiga, 6 Agustus 2018

Mengetahui

Guru Mata Pelajaran

Farida Nairraturrohmah, S.Pd.I
NIP : 198004142007102007

Peneliti

Dona Arta
NIM. 113 14 049

Guru Mata Pelajaran

Kepala Madrasah

Drs. H. Mudhlofir, M.M
NIP :196404241997031002
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs. Negeri Salatiga
Mata pelajaran : Bahasa Inggris
Kelas / Semester : IX / I
Materi Pokok : Narrative Text about Fairytales
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghentersebutng, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

C. Tujuan Pembelajaran

Setelah selesai dengan pembelajaran peserta didik dapat:

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaanannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

D. Materi Pembelajaran

Fungsi sosial

Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur

Struktur teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi

Unsur kebahasaan

- Kalimat deklaratif dan interrogatif dalam simple past tense
- Frasa adverbia: a long time ago, once upon a time, in the end, happily ever after.
- 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**

Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

**E. Metode Pembelajaran**

- Metode pembelajaran : Project Based Learning (PBL)
- Model pembelajaran : Scientific approach

**F. Media dan Alat Pembelajaran**

- Media : Printed text, Mystery Box
- Alat : LCD Proyektor, laptop, mystery box, white board, spidol
- Sumber belajar : LKS, internet

**G. Langkah-langkah Pembelajaran**

7. **Pendahuluan (10’)**

1. Guru menyapa siswa dalam bahasa Inggris.
2. Guru memeriksa kehadiran siswa
3. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.
5. Guru mendemonstrasikan sesuatu yang terkait dengan tema.

8. **Kegiatan Inti (60’)**
➢ Mengamati
   e. Peserta didik menyimak cerita yang sudah disediakan
   f. Peserta didik disediakan teks tentang fairytales

➢ Menanya
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➢ Mengumpulkan Informasi
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➢ Mengkomunikasikan
   c. Peserta didik mengidentifikasi cerita untuk diterjemahkan ke dalam bahasa Indonesia
d. Peserta didik menulis cerita yang sudah diterjemahkan ke dalam bahasa Indonesia.

9. **Kegiatan penutup (10’)**
   a. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.
   b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. **Penilaian**

3. Teknik penilaian.
   a. Tes tertulis

   1) **Structure (grammatical)**

      Structure about morphology and syntax. It is very important in grammatical/structure. Syntax about related words which is form a phrase, clause, or sentence. Whereas, morphology is about internal words. Syntax is very important in translation, because a mistake in transfering structure would change the meaning. So, the translators must can translate all texts without change the meaning.

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</table>
I. Instrumen Penilaian Hasil Belajar

c. Post-test of Cycle II

Story Of Abunawas - The Stilts

The king wanted to test Abunawas' smartness. So, he invited Abunawas to the palace.

"You want me, King?" , "Yes, you've fooled me many times. And that's too much. I want you to leave this country, or you'll have to go to jail." "If that is what you want, I will do what you say." Said Abu Nawas. "Remember, start from tomorrow you may not step on the ground of this country anymore," the king said seriously.

In the morning the king ordered two of his guards to go to Abunawas 's house. They were surprised. Abunawas was still there. He was swimming in a small pool in his front yard.

"Hey, Abunawas, why haven't you left this country? The king ordered you not to step on the ground of this country again, didn't he?"

"Sure he did," answered Abunawas calmly. "But, look at me. Do I step on the ground? No, I'm swimming. I'm in the water.".The guards were not able to argue with Abunawas. So, they left and back to the palace to report what they had seen.

The king called Abunawas. Abunawas came to the palace on stilts."

Abunawas, I will punish you because you did not do what I said , You walked on stilts like a child. Are you crazy?" said the king angry. "I remember what you said, This morning I took a bath in the pool so that I did not have to step on the ground. And since yesterday I have been walking on stilts. So as you see, I do not step on the ground.". The king did not say anything. He thought that Abunawas was really smart. Abunawas was glad and smiled a lot.

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J. Pembelajaran Remedial dan Pengayaan.

Pembelajaran Remedial

Siswa yang belum mencapai KKM diberi kegiatan remedial dengan mendengarkan dan mempresentasikan secara lisan/tulis mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.

Pembelajaran Pengayaan

Siswa yang memperoleh nilai diatas KKM diberi pengayaan dengan mengerjakan latihan mengenai teks interaksi transaksional memberi dan meminta informasi terkait jati diri.

Salatiga, 13 Agustus 2018

Mengetahui

Guru Mata Pelajaran
Farida Nairraturohmah, S.Pd.I
NIP : 198004142007102007

Peneliti
Dona Arta
NIM. 113 14 049

Kepala Madrasah
Drs. H. Mudhlofir, M.M
NIP :
196404241997031002
List of Context Vocabulary

<table>
<thead>
<tr>
<th>The Story of Abu Nawas – A Fair Share Story</th>
<th>Context Clues</th>
</tr>
</thead>
</table>
| 1. Sick                                    | People in Hospital  
|                                            | Antonym : Health  
|                                            | Synonym : ill    |
| 2. Appoint                                 | Choose someone for a job or position |
| 3. Successor                               | Someone takes the job or position that was held by another  
|                                            | Synonym : Descendant |
| 4. Judge                                   | Someone Proffesion in Law |
| 5. Leave                                   | Go away from something or someone  
|                                            | Antonym : Stay    |
| 6. Replace                                 | Put a new thing in old place |
| 7. Saw                                     | Verb 2 of see  
|                                            | Synonym : watch  |
| 8. Hobby-horses                            | A childs’ toy with a model like horse |
| 9. Midrib                                  | The main vein of a leaf |
| 10. Minister                               | Someone position in goverment |
| 11. Mad                                    | Marked by mental disorder  
|                                            | Synonym : crazy, insane |
| 12. Report                                 | Give a spoken or written account of something that one has observed or heard  
<p>|                                            | Synonym : Announement, Publish |
| 13. Guard                                  | A person who keeps watch, especially a soldier or other person formally assigned to protect a person or to |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 14. Promise | Statement that you will definitely do or not do.  
Synonym: security |
| 15. Half | Something that can be divided.  
Synonym: Equal |
| 16. Ask | Say something in order to obtain an answer or some information or to do something.  
Synonym: Request |
| 17. Impatient | Antonym: Patient, stay calm |
| 18. Dance | Movement and steps in time or in music |
| 19. Beat | Hit someone hardly |
| 20. Share | Give a part of something to two or more people |

**The Story of Abu Nawas – The Stilts**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. Invited | Ask someone to go somewhere  
Synonym: Ask, request |
| 2. Fool | A person who you think lacks intelligence  
Synonym: Stupid  
Antonym: Smart |
| 3. Leave | Go away from something or someone  
Antonym: Stay |
| 4. Jail | A place for criminal  
Synonym: Prison |
<p>| 5. Step | Lift your foot and move it |
| 6. Ground | The solid surface of the earth |
| 7. Country | A nation with Government (Indonesia, |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>8.</td>
<td>Order</td>
</tr>
<tr>
<td>9.</td>
<td>Guard</td>
</tr>
<tr>
<td>10.</td>
<td>Surprise</td>
</tr>
<tr>
<td>11.</td>
<td>Swimming</td>
</tr>
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<td>12.</td>
<td>Pool</td>
</tr>
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<td>13.</td>
<td>Calm</td>
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<td>14.</td>
<td>Argue</td>
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<td>15.</td>
<td>Report</td>
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<td>16.</td>
<td>Call</td>
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<td>17.</td>
<td>Stilts</td>
</tr>
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<td>18.</td>
<td>Punish</td>
</tr>
<tr>
<td>19.</td>
<td>Remember</td>
</tr>
<tr>
<td>20.</td>
<td>Take a bath</td>
</tr>
</tbody>
</table>
A. Evaluation Criteria
For the evaluation criteria it can be seen on the table below

Table category of assessment’ translating text
(By Mounin, 2011: 13 as cited by Hanifah, 2017: 43)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The translation almost perfect</td>
<td>86-90 (A)</td>
<td>Translation is natural, like as text translation, there are no spelling mistakes, structure, mistake of technical terms.</td>
</tr>
<tr>
<td>The translation is very good</td>
<td>76-85 (B)</td>
<td>There are no distortion meaning, stiff translation, mistake of technical terms, there are few of spelling and structure mistakes</td>
</tr>
<tr>
<td>The translation is good</td>
<td>61-75 (C)</td>
<td>There are no distortion meaning, there are stiff translation but not more than 15% from text overall, mistake in structure and idiom not more than 15%, there are few of spelling mistakes</td>
</tr>
<tr>
<td>The translation is enough</td>
<td>46-60 (D)</td>
<td>Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff technical terms/unclear/not appropriate</td>
</tr>
</tbody>
</table>
The translation is bad  |  20-45 (E)  |  Translation is very like translation texts, much of stiff translation more than 25%, mistake in distortion meaning and technical terms more than 25% text overall

Explanation:

1. **Grammatical/Structure** is about related words which forms a phrase, clause, or sentence.
2. **Spelling** is about spells of letters, words, and punctuation. In translation the all spells should be true.
3. **Diction** to explain or express something exactly.
4. **The effectiveness of sentence** is a sentence which has the capability to make the reader and writer comprehend the same ideas and meaning.
5. **Language Style** it means that words contain the same meaning which is inherent in translation should not be a contradiction with norms in the source language.

B. The text must be translated into good Indonesian language, and there are three text, they are:
   1) The story of Abu Nawas
   2) Abu Nawas - A Fair Share Story
   3) Abu Nawas – The Stilts

Each criterians there are Grammatical, Spell, Diction, Effectiveness of sentence, and Language style. Each criterians have 20 point for maximum score. If there any one mistake in grammatical, spell, diction, in one sentence, the score will be decrease one point.
And for the effectiveness of sentence and language style, after reading the whole of translation text, if the student has good language style and effectiveness of sentence the maximum score is 20 point.
Pre-test

*Please translate this text below into Indonesia!*

The Story of Abu Nawas

Once upon a time, there was a *poor* man. His name was Abu Nawas. Although he was poor, but he was *clever* and *diligent*. One day, he saw a *notice*, The notice was about the plan of the king *choose* his *advisor*. Then he went to the *palace* to register to be a *candidate*.

"Go with me to meet the king!!" *he asked the guard.*

He *followed* and met the king. There, Abu sat on the *floor* waiting for the king said, "okay, your name is Abu Nawas isn't it?!!" king asked. "Yes!" Abu Nawas *replied* "Okay, now answer the simple question, how many birds are there in this country?" "I will answer 99,999" Abu Nawas answered.

"Why are you so sure Abu Nawas? The king asked. "Yes, you may count them now!" Abu Nawas felt sure, "And if they are *less*, what do you *bet*?" he asked "it means some of them are *visiting* to their *neighbours*" Said Abu Nawas. "And if they are more than that number??!!" he asked again. "it means some of their neighbours are visiting them" Abu Nawas answered *confidently*.

After thinking for a while, than the king said, "Abu Nawas I *admit* you are the most candidate to be my advisor!" he smiled. Then Abu Nawas became the advisor of the king and lived in the palace. Soon after that, his life changed and became a *rich* man.

<table>
<thead>
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<th>CRITERIANS</th>
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<tbody>
<tr>
<td>Structure/grammatical</td>
<td>20</td>
<td>9</td>
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<tr>
<td>Spell</td>
<td>20</td>
<td>9</td>
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<td>Diction</td>
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<td>18</td>
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<tr>
<td>Language Java</td>
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<td>10</td>
</tr>
<tr>
<td>Effectiveness of sentence</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>
Kisah Abu Nawas


"Ayo pergi penasihat menemui raja!" kata penasihat.


"Baiklah, apakah namamu Abu Nawas?!!" kata raja. "Ya!" Abu Nawas menjawab. "Baiklah, selamat!

"Jawab Abu Nawas.


Abunawas story - A Fair Share Story

Abu Nawah's father was sick, he called Abu Nawah and said "King Aaron El Rosyid will appoint you to be my successor, take it, if you think you can be a good judge. If think you can not, leave it." No long after that, Abu's father pass away. Abu was sad and confused because he did not want to replace his father's position.

One day Abu saw children playing with hobby horses made of the midrib of banana leaf. He made one and joined them. Some ministers saw Abu Nawah. They thought that Abu was mad. They reported this to the king. The king called Abu to come to the palace. When Abu came at the gate of the palace, a guard stopped him. "I'll let you in if you promise me something, you have to give me half of anything that the king will give you." Ok, no problem," said Abu.

The king asked him. "Abu, will you be a judge like your father?" As did not answer. The king became impatient and said loudly. "Hey, Abu! Do you hear me?" Abu Nawah began to dancing. The king was then very angry and he think that Abu Nawah was crazy. He asked one guard to beat Abu with a rattan stick twenty times. "Now, go away," said the king. Abu left the palace and started to beat the guard ten times.

The guard reported this to the king. The king was angry and call Abu to come to the palace. "Why did you beat this guard?" Asked the king. Abu answered, "Yesterday, he stopped me and made me to promise something. He wanted me to give him half of anything that you would give to me. And you give me twenty beats on my back. So I gave him share, ten beats on his back. It's fair, is not it?".

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<tr>
<td>Diction</td>
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<td>15</td>
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<tr>
<td>Language style</td>
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<td>Effectiveness of sentence</td>
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<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>75</td>
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</tbody>
</table>
Cerita Abu Asowar

Ayah Abu Asowar memberitahu kami bahwa Abu Asowar adalah pengurus dari parpol partai Amanah. Apabila Ayah Abu Asowar memberi tahu kami, maka kami mendengarkan dengan teliti. Namun, kami berpikir bahwa Abu Asowar bukan hanya berbicara, tetapi dia juga berbagi pengalaman hidup dari dirinya sendiri.

Dalam membagikan pengalaman hidupnya, Abu Asowar memberi tahu kami tentang pentingnya menjadi seorang pemimpin yang bertanggung jawab. Dia memberi tahu kami tentang pentingnya komunikasi dan kerja tim dalam memecahkan masalah.

Abu Asowar juga memberi tahu kami tentang pentingnya memahami kebutuhan masyarakat dan memberi bantuan dengan cara yang efektif. Dia memberi tahu kami tentang pentingnya berbagi pengalaman dan pengetahuan dengan orang lain.

Abu Asowar juga memberi tahu kami tentang pentingnya menjaga kesehatan dan kebugaran fisik secara teratur. Dia memberi tahu kami tentang pentingnya menjaga kesehatan fisik dengan cara yang efektif.

Abu Asowar juga memberi tahu kami tentang pentingnya memahami dan mematuhi hukum yang berlaku. Dia memberi tahu kami tentang pentingnya berpikir dan bertindak dengan teliti dan bijaksana.

Abu Asowar juga memberi tahu kami tentang pentingnya berpartisipasi aktif dalam kegiatan sosial dan politik. Dia memberi tahu kami tentang pentingnya berpartisipasi aktif dalam kegiatan sosial dan politik.

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The king wanted to test Abunawas’ smartness, So, he invited Abunawas to the palace. "You want me, King?", "Yes, you’ve fooled me many times. And that’s too much. I want you to leave this country, or you’ll have to go to jail." "If that is what you want, I will do what you say." Said Abu Nawas. "Remember, from tomorrow you may not step on the ground of this country anymore," the king said seriously.

In the morning the king ordered two of his guards to go to Abunawas ‘s house. They were surprised. Abunawas was still there. He was swimming in a small pool in his front yard.

"Hey, Abunawas, why haven’t you left this country? The king ordered you not to step on the ground of this country again, didn’t he?"

"Sure he did," answered Abunawas calmly. "But, look at me. Do I step on the ground? No, I'm swimming, I'm in the water." The guards were not able to argue with Abunawas. So, they left and back to the palace to report what they had seen.

The king called Abunawas. Abunawas came to the palace on stilts. "Abunawas, I will punish you because you did not do what I said. You walked on stilts like a child. Are you crazy?" said the king angry. "I remember what you said, This morning I took a bath in the pool so that I did not have to step on the ground. And since yesterday I have been walking on stilts. So as you see, I do not step on the ground." The king did not say anything. He thought that Abunawas was really smart. Abunawas was glad and smiled a lot.

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</tr>
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<td>Language Style</td>
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<td>7</td>
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<tr>
<td>Effectiveness of sentence</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>
Cerita Abu Nuwas - Bagian

"Bapak, baik untuk mengucapkan kebenaran. Abu Nuwas, jadi, dia menganggap Abu Nuwas ke istana."


"Hai, Abu Nuwas, kenapa kamu belum menanggapi engkau ini? Suatu pagi memerintahkan kamu untuk tidak menegur kata ini tanah negara ini lagi, sayang?"
