

**THE USE OF ADVERTISEMENT BILLBOARD AS A MEDIA TO
IMPROV THE STUDENTS TRANSLATION ABILITY AT
SMK TRITECH INFORMATIKA MEDAN**

THESIS

BY

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
2020**



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**Submitted to the Faculty of Tarbiyah and Teachers Training State
Islamic University of North Sumatera Medan as a Partial Fulfillment of
the Requirements for the Degree of Sarjana Pendidikan**

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SURAT PENGESAHAN

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Assalamualaikum Wr. Wb.

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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semua telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh institut batal saya terima.

Medan, 01 Februari 2021

Yang Membuat Pernyataan

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ABSTRACT

Ibnu Sina Tarigan. 0304163202. *The Use of Advertisement of Billboard As a Media to Improv The Students Translation Ability*. A Thesis. English Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2020.

This research was conducted to prove and know that The Advertisement Billboard can improve students' translation mastery in learning English. This research was conducted by researchers for a month. The subjects of this research were class XI students of SMK Tritech Informatika Medan in academic year of 2020/2021 that consisted of 20 students. This research was conducted by using classroom action research. This research was used pre-test and post-test data, interview sheet, observation sheet, diary notes, and documentation. The result of this research showed that there was an improvement of students' translation mastery. It could be seen by the mean of the pre-test was 56, the mean of the first cycle was 69.4, and the mean of second cycle was 83.6, these results mean showed that the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 up also grew up. In the pre-test, there was nobody got point 70 up (0%). In the post-test I of cycle I, the result is good enough because the students who got point ≥ 70 up there were 8 students (40%). It means that there was a good improvement about 23.92%. In the post-test II of cycle II, students who got point 70 up were 20 students (100%) and the improving was about 25.36%. For the total score of students' improvement from pre-test to post-test of cycle II was 49.28%. Can be concluded, the students' translation mastery has improved from the first meeting to the next meeting. For the hypothesis testing, it was used t-test formula from the computation, it could be seen that coefficient of t_{table} (2.09) with fact level $\alpha = 0.05$ was 8.04 in the coefficient of $t_{\text{observation}}$ ($8.04 \geq t_{\text{table}}$ (2.09)). Therefore, alternative hypothesis (H_a) stating that The Advertisement Billboard as a media improved students' translation mastery can be accepted and could make the class become alive, active and funny.

Keyword: Advertisement Billboard, Students' Translation Mastery

ACKNOWLEDGEMENT

In the name of Allah the Most Gracious and the Merciful. Thanks to ALLAH who had been giving the writer mercy and blessing, knowledge, health, opportunity to the writer, so that the mini thesis which is entitled: The Use Of Advertisement Billboard As A Media To Improv The Students Translation Ability of Second Grade students at SMK Tritech Informatika Medan has been finished. Shalawat and salam to our prophet Muhammad SAW, and peace, blessing to his Families, his relatives, and all this followers in this wold.

This mini thesis was written as a partial to fulfillment of the requirement for S-1 program at State Islamic University North Sumatera (UIN-SU) Medan.

During the process of writing and working on this thesis the writer owes a lot to many people and on this occasion I would like to thank the following names:

1. Prof. Dr. Syahrin Harahap, MA as a Rektor of State Islamic University of North Sumatera
2. Dr. Mardianto, M. Pd as a dekan of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S. Ag, M. Hum as the head of English Department.
4. Dr. Syaukani, M. Ed. M.Adm as my first advisor who guide me for writing this thesis.
5. Emiliya Sukma Dara, M.Hum, as my second advisor who also guide me and give me her support for writing this thesis.
6. The Head Master of SMK Tritech Informatika Medan, M. Herizal Sinambela, S.Pd.I and the English teacher, Retno Handoko SS and all of the students of XI MR 3, thank you to helped the writer during the research

7. My beloved parents Ir. Adi Johanes Tarigan, and Siti Fatimah Ginting, A.Mk who always give me love, support, advice, motivation, helps, goodness, care, financial, and all of the things that I need to finish my study. Without you, I will not be able to finish this thesis.
8. My beloved brother and sister, Ali Akbar Khairi Tarigan, A.Mf , Nashratul Azizah Tarigan, Althafun Nisa Tarigan and all my families who always support me to finish this research.
9. My beloved partner, Arly Sufina Fadlan Nasution S.E who always support my thesis and give me energy and happiness to finish this thesis Thank you so much mine.
10. My Hostel Master of Nabang Kost Johannes Sinabang, and Nantulang as my mother in Kost, thanks to give me debt to survive in pancing and my beloved friend in NABANG KOST who had graduated M. Abdul Fawwaz, S.Sos, M. Beni Sahroja S.E, Mardiansyah S.ST, and all of you.
11. My community of theatre TEATER IQRA Medan, to give mindset to happy and enjoy to through life, especially Bunda Djibril Dzuhra as mother of Teater Iqra, Abah Jali Kendi, Munawar Lubis, Bob Anggara Sitorus A.Md , Mamang Rudi Thanks for education, discussion, job and all
12. My organization Lembaga Kreativitas Seni Mahasiswa UINSU, the place I visit when I want give up with my thesis.
13. My classmate friends PBI-6 2016.
14. Everyone always supports my life. Thank you so much.

Finally, researchers are happy to accept criticism and suggestions from this thesis.
Thank you Allah, Lord of the universe, I hope that all of us will always be given
grace and in His protection and affection.

Medan, 01 Februari 2021

Penulis

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENT.....	v
LIST OF TABLE	viii
LIST OF APPENDIX	ix
CHAPTER I INTRODUCTION	1
A. The Background of the Problem	1
B. The Identification of the Problem	3
C. The Formulation of the Problem.....	3
D. The Objective of the Study.....	3
E. Significance of the Research	4
CHAPTER II LITERATURE REVIEW	5
A. Translation	5
1. Definition of Translation	5
2. Characteristic of Translation.....	9
3. Kind Of Translation.....	10
B. Definition of Ability.....	14
C. Media.....	16
1. Definition of Media	16
2. Education Media	18
D. Definition of Advertisement	20
E. Definition of Billboard	22

CHAPTER III RESEARCH METHODOLOGY.....	24
A. Research Setting.....	24
B. Location of Study.....	25
C. Population and Sample.....	25
1. Population.....	25
2. Sample.....	27
D. Classrom Action Research Procedures.....	27
E. Technique of Collecting Data.....	30
F. Technique of Data Analysis.....	31
G. Trustworthiness of Research.....	33
CHAPTER IV RESEARCH FINDING AND DISCUSSION	35
A. Research Finding.....	35
1. Preliminary Study.....	35
2. The Result of Cycle I.....	35
3. The Result of Cycle II	40
B. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTION.....	49
A. Conclusion.....	49
1. Qualitative Data	49
2. Quantitative Data.....	49
B. Suggestion	50
REFERENCES	
APPENDIX	

LIST OF TABLES

Table 2.1 Advantages and Disadvantages of Media.....	17
Table 3.1 Population.....	25
Table 3.2 Sample	27
Table 4.1 The Student's Score During Cycle I (Pre-test and Post-test I).....	38
and Cycle II (Post-test II)	
Table 4.2 The Mean Score of Cycle I and Cycle II.....	42
Table 4.3 The Statistic Analysis of The Students Test Result in Post-test	45
(Cycle I) and Post-test II (Cycle II)	

LIST OF APPENDIX

Appendix I	Lesson Plan I Class Control
Appendix II	Lesson Plan in Cycle I
Appendix III	Lesson Plan in Cycle II
Appendix IV	Pre-Test
Appendix V	Post-Test I (Cycle I)
Appendix VI	Post-Test II (Cycle II)
Appendix VII	Answer Key
Appendix VIII	The Students' Test Result in Pre-Test
Appendix IX	The Students' Test Result in Post-Test I
Appendix X	The Students' Test Result in Post-Test II
Appendix XI	Diary Notes
Appendix XII	Observation Sheet
Appendix XIII	Interview Sheet
Appendix XIV	Students' Initial Names and Initial
Appendix XV	Students' Attendance List
Appendix XVI	Students' Answer Sheet
Appendix XVII	Research Permit
Appendix XVIII	Research Certificate
Appendix XIX	Documentation

CHAPTER I

INTRODUCTION

A. Background of The Study

There are several difficulties experienced by students in learning English. Usually, the cause arises from oneself who think that English is difficult so they are unwilling to learn it. This assumption may be understandable because learning a foreign language is indeed difficult and not all students are able to learn English quickly considering that in cases, Indonesian and English lack linguistic approach.

Intellectuals claim that being rich in vocabulary and having confidence in language rules are key goals that make people more confident in speaking English.

According Nida and Taber "*Translation is a rewriting of the message contained in the source language into the target language to find similarities*". The

study principles and procedures of translation by various scholars in different periods of history gave rise to a new field of scholarship or research called 'Translation Studies'. Translation studies include three interrelated and mutually interacting aspects of translation: theory, practice, evaluation.¹

1. Translation must adapt to the culture of source language and the target language.
2. The translation must concern with two collocations word, formal, and dynamic collocation.
3. Dynamic translation is the translation that recognizes the adaptability among languages, cultures, the content of source language and context with the target language.

¹ Nida, E.A. & Taber, *The Theory and Practice of Translation Leiden*. E.J.Brill, 1969, p.12

As a teacher, also required to be more creative in making teaching methods to students, to get a class feeling that is not monotonous and tends to be boring, that causes more students to be lazy and ignore lessons, especially English itself.

The use of appropriate teaching media and the various teaching methods used by the teacher, may make it easier for students to learn this language, such as using picture media, television, radio, or Billboard advertisements as a learning tool.

Nurhadi (1995: 382) states that the use of visual aids is an effort to make it easier to understand the language being studied. In this case the author takes the discussion of learning with advertising media on Billboard along the way.

Some of students are not interested in writing and they do not give the attention to the process of teaching writing. From those problems above, it is assume that the students' achievement can be increase if the teacher apply a new model or activities to make the lesson interesting. One of method that can be used in teaching and learning procedure text writing is using advertisement products on billboard as an alternative to make process of teaching procedure text writing more effective.

Often we find terms in advertising which use short, meaningful sentences, which we find in Billboard, Plank, TV where some of the products use English to convey advertising messages, such as "talk less do more". Advertisement products on billboard shows the students the real object that make them active to think and interactive in learning process. It can be easily used as the model by the teacher to the students' achievement in writing.

Therefore the purpose of this study is to improve students' ability to

translate, and so that the teacher can provide a fun method to hone student translations in advertising language. so that the author is interested in making a study entitled "**The Use of Advertisement Billboard as a Media to Improv The Students' Translation Ability at SMK Trittech Informatika Medan "**

B. Identification of The Study

The problems of the research can be identified as follows:

1. The students have studied about translation, but they still difficult to translate text.
2. The teacher teaches translate skill to the students with traditional media but the media does not effective and students still unwilling for learning translation.

C. Formulation of The Study

The research question as follow:

1. How the students' ability in translation by using advertisement billboard as a media at SMK Trittech Informatika Medan ?
2. How to use the advertisement billboard as a media to improve students' ability in translation at SMK Trittech Informatika Medan ?

D. Objective of The Study

The purpose of the study as follow :

1. To find out the students' ability in translation by using advertisement billboard as a media at SMK Trittech Informatika Medan.
2. To find out of using the advertisement billboard as a media to improve students' ability in translation at SMK Trittech Informatika Medan.

E. Significance of The Study

The significance of the research is as follows:

1. The students

For the students, the research hopefully can give knowledge and information about translate text and they will have more understanding about it.

2. The English teachers

For the English teachers, the research expect to give information about teaching translate through advertisement media.

3. The reader

For the reader, the research is expect to give information and knowledge about the influence of advertisement on billboard in teaching translation.

4. The researcher

For the researcher, the researcher hopefully can be operated conducting further research or study for obtaining better result.

5. The further researcher

For the further researcher, the research is expected to give new information to further researchers about translating text to be useful as a reference for conducting similar studies.

CHAPTER II

REVIEW OF LITERATURE

In concluding a study, a theory is needed to explain some of the concepts applied to the research. The writer will present several theories related to this study in order to strengthen this study. The term must be clarified to avoid confusion. It is useful also to minimize miss-understanding the reader to concerning the topic.

A. Translation

1. Definition of Translation

Translation is communication by translating the source language text through the appropriate target language text. The English language draws a terminological distinction.

Which may not exist in every language and translation (spoken or signed communication between users of different languages) under this difference, translation can begin if after the appearance of writing in the language community.

A translator always risks introducing source language words, grammar, or syntax into the target language rendering. On the other hand, such "spill-overs" have sometimes imported useful source language calques and loanwords that have enriched target languages. Translators, including early translators of sacred texts, have helped shape the very languages into which they have translated.² To get a good translation result, a translator must do the following: Firstly, analyzing the text which includes capturing the message contained in the text. Secondly, determine the appropriate equivalent or not the most appropriate or not including the most expert, both the target language and the text to be entered. Thirdly,

² <https://www.wikipedia.co.id> Accessed 04 Sept 2020

rearrange or reconstruct according to the target language. Fourthly, the translator's visit has done the above, so the results of the target language text are as follows: Fair expression, foreign ones are eliminated, not tied to the source language, there are no changes and changes to irrelevant information so that it does not change the mandate.

The job description of a translator is to translate one language into another (from the source language to the target language) in writing. In translation activities, there are factors that affect the results of the translation from the source language into the target language. Some of these are the grammar and culture of the two languages, the diction, and also the equivalence of words. A translator cannot translate a single word online, but must look at the context as well. Therefore, it is important for translators to really understand the context being discussed in a language and try to find a suitable translation. This is quite complicated, especially if you have to translate literary texts.

Even so, a translator has unlimited resources and can complete the work according to the deadline. Resources that can be used include a dictionary, a translate machine like a google translate for finding synonyms for words, encyclopedias for understanding certain topics, and others

According to Newmark (1988:5), "Translation is rendering the meaning of a text into another language in the way that the author intended the text". Then Weber (1984:3) states that "translation is the transposition of a text written in a source language into target language". He also states also that the translation have to be accurate in meaning, contain all nuance of the original, and must be written

in clear an elegant language so that the reader can easily understand it.³ Every translation activity (written text) aims to produce translated works, and any translations that are produced created to help solve communication problems between the author of the source language text and the reader of the target language text. The success of a translation in carrying out its function as communication between two non-language parties would be great depending on the expertise of the translator in various stages in the translation process.

To prove whether a quality translation or not, a study of the accuracy of the message transfer in the translation needs to be done. Because the language text reader the ultimate goal of a plan is the response of the clan their understanding of translation also needs to be examined, if make it possible. It is possible that a translation could be appliedeasily by the reader but the content deviates from the text source language. In fact, it is also possible that the translation implementation by the reader even though the message is the same as text message source language.

In oxford advanced leraner's dictionary, translation defines as the process of changing something that is written or spoken into another language.⁴

According to Newmark, translation is rendering the meaning of text into another language in the way that the author intended the text.⁵ Can be concluded the translation is :

First, the term translation is used to refer to: a) translation of written language, spoken language, and sign language, and b) special translation for written

³ *Ibid.*

⁴ Oxford, *Oxford Learners Pocket Dictionary* (New York : Oxford University Press, 2000), p. 473

⁵ Farida RepelitaWatyKembaren, *Translation I* (Medan, State Islamic University, 2016), p.

languages. Between these two opinions, the second opinion chosen is the written translation. The results of the activities are written text to be read, meanwhile oral translation is direct translation which results from its activities in the form of spoken text to be heard, and each pair is called translator-reader and interpreter-listener.

Second, translation involves three main components namely: a) source language, as a medium to convey the message of the author, b) written text material which contains the author's message, can be a word or a book, and c) the target language, as the medium used by the translator retransmit the author's message in a different language, the language of the recipient.

Third, although language transfer activities are referred to with different expressions but basically these words contains the same intent as translating (rendering), transfer (transfer), replace (replace), and changed (turned into), as well as the rest of the meaning as the keyword. The meaning of the source language text must be transferred and searched for the closest possible equivalent in the language text targets both in terms of semantics, syntactic, stylistic, and pragmatics in accordance with the purpose of translation and orientation of the translator. The equivalent priority that needs to be prioritized is meaning, then followed by others including styles and forms of language.

Fourth, translation can be understood as a series of processes for transfer the meaning of the message in the source language text into meaning equivalent message in the target language text according to that desired by the writer by considering the audience new readers (in the target language).

Allah say in holy qur'an surah Ibrahim: 24,

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي
السَّمَاءِ

The meaning, “*Don't you notice that God has made a parable of a good sentence like a good tree, its roots are strong and its branches (towering) into the sky*”⁶

From the meaning above it can be infer that everybody allowed to learn and master a foreign language such as English language or the the foreign language.

Translation (the practice of translation) is a set of actions performed by the translator while rendering the source text (ST) into another language. Translation is a meant of inter lingual communication. The translator makes it possible to exchange information between users of different languages by translating in the target language (TL) text which has a communicative value that is identical to the source text (ST). The target text (TT) is not completely identical to the source text in its form and context because of the limitations imposed by the formal and semantic differences between the source language (SL) and the target language (TL).

Nevertheless the users of TT identify it, to all intents and purposes, with ST functionally, structurally, semantically. Functional identification reveals the fact that the user or translation receptor (TR) handles TT as if it were ST, as the author of the source text created. The structure of the translation should follow that of the original text: there should which would make it possible to relate each segment of the translation to the respective part of the original.⁷

2. Characteristics of translation.

A work can be stated as the work of translation when it has the following requirements:⁸

- a. It is a kind of replacement of reproducing message, of SL into TL

⁶ Qur'an, <https://www.quran.com>. Accased on 3 sept 2020

⁷ Farida Repelita Waty Kembaren, *Translation I* (Medan, State Islamic University, 2016), p. 3-4

⁸ Ibid, p. 7

- b. In concerns with written message or textual material of text
- c. In transfers the content or thought or message : not the form of SL text
- d. It is also a kind of process or exercise
- e. The second text must have the same meaning or message with the first or original
- f. Second text use idiomatic expression in the TL to retime style or to make it sounds like original text
- g. The second text use target language equivalent to source language.

3. Kinds of Translation

There are many ways for experts in expressing and classifying kinds of translation. One of the experts is Roman Jakobson. Jakobson in Jeremy Munday in his article “ *On Linguistic Aspects of Translation*” differentiates three kinds of translation. They are intra lingual, inter lingual, inter semiotic.⁹

a. Intra lingual Translation

Intra lingual translation is an interpretation of verbal signs by means of other signs in the same language. This kind of translation only involves one language. A text or an expression is rewritten in different words within a language. In other words, it deals with rephrasing or simplifying a text or an expression, e.g. a word *tranquil* is translated into *quiet* which those words have the same meaning in one language. Intra-lingual translation is the process of transforming a text into another text according to translator’s

⁹ Emzir, *Teori dan Pengajaran Terjemahan*, (Jakarta: Garuda Grafindo Persada, 2015) p.

interpretation in the same language. For example; A translator translates poem "Aku" by Khairil Anwar into a prose in Indonesia. This kind of translation is called as intra-lingual translation.

b. Inter lingual Translation

Inter lingual translation is a translation, or translation proper is an interpretation of verbal signs by means of other language. It can be a written text which is translated into a different medium and is not expressed in the form of language, such as music, film, or painting. Besides, sign language is included inter semiotic translation since the language is transferred into signals to communicate with people who cannot hear. Inter-lingual translation is transforming the source text message into the target language. For example: a poem written by Andre Hardjana.

c. Inter semiotic Translation

Inter semiotic translation, is the translation from verbal signs to non-verbal signs. It could be a written translation rendered into music, film, or painting. According to three kind of translation that stated by Jakobson, those novels are included in inter lingual translation since the phone book are transfer into Bahasa Indonesia and some other languages. Such as Chinese, Swedish, Japanese etc. It is a kind of translation that interprets a text into another sign or system. One of the example is novel entitled "Karmila" written by Marga T. that was turned into a movie with the same tittle "Karmila".

Savory divided into four kinds, those are perfect translation, adequate

translation, composite translation, and research and technical translation. Below are the descriptions.¹²

a. Perfect translation

Perfect translation, that is often to see in public area. For this kind of text, the most important thing is the source message is transformed well with the same meaning in the target text. For example:

Source text: *Dilarang merokok!*

Target text: No smoking!

Source text: *Dilarang bermain di dalam taman!*

Target text: Keep out

Source text: *Awas copet!*

Target text: Beware of pickpocket!

Source text: *Dilarang masuk tanpa izin!*

Target text: Private property. Trespassers will be prosecuted

Source text: *Periksa barang-barang Anda sebelum turun.*

Target text: Check your luggage

Source text: *Awas anjing galak!*

Target text: Beware of the dogs!

b. Adequate translation

This translation is made for readers who aim to get the general information of the text for fun readings. The example of this translation is

popular novel and short stories translation. In translating this kind of text, translator sometimes deletes difficult words to understand and the translator is free to paraphrase the sentences to make the readers catch the plot of the stories. In other words, adequate translation concerns on flexible and smooth translation, so the target readers are easy to catch the information in the text, for example; a translation of a novel entitled Harry Potter written by J.K. Rowling into Indonesia.

a. Composite translation

Composite translation is a serious translation of literatures. The translation is made well enough to make the message, meaning, and style of the source text can be transformed well in the target language, for example: the translation of ‘‘The Old Man and the Sea’’ is translated to be ‘‘ Laki-laki tua dan Laut’’ (by Sapardi Djoko Damono), and ‘‘The Adventures of Huckle-berry Finn’’ is translated to be ‘‘ Petualangan Huckle-berry Finn (by Djokolelono).

b. Research and technical translation

This kind of translation is made for translating texts related to science or techniques, for example; translating books related to computer science from English to Indonesia in order to develop the information about computer in Indonesia.

The Translation can be said activity also need a skill. Translation skills can be improved by means of frequent and many translation activities, translation results of other language translators, who have knowledge of

reading the text that comes from, and consulting with people who are experts or master the target language.

Translation also requires the art of reconstructing the translation results into the target language. The art referred to here is the art so that the language used is easily implemented, is not rigid, and has the right target language style, so that the writing that is read is the result of a translation or in other words that it is as if the translation that was written is original writing.

B. Definition of Ability

Homby state that ability is capacity or power perform act, physical, and mental. Especially for academic field, Homby also defines ability as cleverness and intelligence. Intelligence is a very general mental capability that tamong other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. Allyn and Bacon state that ability is potential or power (to do something physical or mental) or special nature to do something well. Ability is the capacity of being able to perform a quality that permit or facilities achievement or accomplishment.¹⁰

Allah say in holy qur'an surah An-nisa : 9, the meaning :

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا
قَوْلًا سَدِيدًا

Meaning: *“ and be afraid (of Allah) those who may they leave the weak offspring behind them whom they fear for his (welfare). therefore, let them be devoted to Allah, and let them speak with the right words”*.¹¹

Science is the result of a study experience by through research and

¹⁰ Wasry, Soemanto, *Psikologi Pendidikan*, (Malang: Rienka Cipta, 1983).p.256

¹¹ Qur'an, <https://www.quran.com>. Accased on 3 sept 2020

experiment that finally take a hypothesis and then determine a deductive and inductive. Sense derived from the word ‘’meaning’’ is the purpose contained in the phrase sentence. Understanding is a process, a way, and giving meaning. Structure is the way in which things are arranged and constructed. Science as a meaningful activity, or a diverse human activity, is not just a collection of knowledge or theory, it as a methodology of practical action, a network of habits and roles through which knowledge is acquired, tested and exploited.¹²

It means that intelligence has important component to get the goal in life especially for student’s ability at school. Because high and low of students’ ability connects to learning process at school where many fields of study at school demands many thinking ability.

Researcher means that ability is knowledge, and potential or skill. The students need knowledge and skill in learning translation. Knowledge and skill for student importantly in translation a text, a story, a book, and others. Students without the knowledge and skills of the students will empty, He /She will not be able to produce a good translation. In this case, students desperately need the ability to translate the language a person uses from either the source language to the target language in translation. The main skills of a translator are the ability to understand the source language and culture of the country of origin of the text, then use a good dictionary library and reference material as a translation medium, to translate the material clearly and accurately into the target language.

C. Media

¹² Syafaruddin, *Ilmu Pendidikan Islam Melejitkan Potensi Budaya Umat*, (Jakarta: Hijra Pustaka Utama, 2014), p.25

1. Definition of Media

Media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. medoe is an intermediary or messenger from the sender to the recipient of the message.¹³

Denis McQuail provides some basic assumptions about the role or function of the media in today's society:¹⁴

- a. The media is an industry.
- b. The media play a role as a powerful tool for management control and innovation in society.
- c. The media becomes a container of information.
- d. The media act as a vehicle for cultural development.
- e. The media present values combined with news.

The advertising message delivery provider or advertising media plays an important role in the communication process. Without media the message will not reach the desired group. Therefore, choosing the right media really determines whether the message to be conveyed to the target group is delivered or not.¹⁵ To make an attractive advertisement it takes to be creative to make the advertisement attractive like an image, the words conveyed for promotion are the main value in the advertisement.

Efforts to convey information can be through print, audio, and audio-visual media. As for the advantages and disadvantages of each media as follows:¹⁶

¹³ Sadirman, Arif S, *Media Pendidikan : Pengertian, Pengembangan dan Pemanfaatannya*, (Jakarta : RajawaliPers, 2014), p. 6

¹⁴ Nurudin, *Pengantar Komunikasi Masa* (Jakarta : Raja Grafindo Persada, 2013), p.34

¹⁵ Basu Swasta, *Manajemen Pemasaran* (Yogyakarta : Penerbit Liberty, 2008), p.257

¹⁶ Philip Kotler dan Kevin Lane Keller, *Manajemen Pemasaran* (Jakarta : Macaman Jaya Cemerlang, 2005), p.289

Table 2.1

Advantages and Disadvantages of Media

No	Media	Advantage	Disadvantages
1	Newspaper	Timely media, can be used to cover one or several city centers at once even to the villages.	. The life cycle of a newspaper is very short
2	Television	Output visual audio. Very flexible in covering geographic and news presentation time.	Requires a lot of money
3	Direct post mail.	The most personal and selective media, is pure advertising.	Relatively high cost can be considered as waste post
4	Radio	Radio advertisers must create their own listener's desire and impress only their listeners.	Radio does no visual advertising, program duration is limited.
5	Magazine	Can reach the national market at a relatively low cost, can be presented in various shapes and colors, long advertising delivery.	Not flexible and magazines rarely reach the market compared to other media.

6	Billboard	Reaching almost all residents, the information presented is brief and clear, communication can reach local areas, right on target for people who pass through billboards.	Weather changes will cause damage to the billboard because it is located outside the room.

2. Educational Media.

National education associations have different meanings, media are forms of communication, both printed and audio-visual and their equipment.¹⁷

The use of educational media in the teaching and learning process. in general, educational media has the following uses:

- a. To clarify the presentation of the message so that it is not too verbalistic (in the form of mere written or spoken words).
- b. Overcoming limitations, time, and senses, such as:
 - 1) Objects that are too large can be replaced with images
 - 2) Objects that are too small are assisted by a projector
 - 3) Motion that is too slow or fast can be helped with timelapse
 - 4) Events or events that occurred in the past can be displayed again

¹⁷ Sadirman, Arif S, *Media Pendidikan : Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta : Rajawali Press, 2014), p. 17

- 5) Objects that are too complex can be represented by the model.
 - 6) Too broad a concept.
- c. The use of appropriate and varied educational media can overcome the passive attitude of students, such as generating excitement in learning, enabling more direct interaction between students and the environment and reality, enabling students individually.

Educational media is a media for learning and teaching or learning software. That means a method of communication and educational media that is intended to produce an optimal combination of media so that it can support students in understanding and using educational media in different ways and requires various types of attention skills from the audience, and these skills include listening, observing.. And categories of educational media include display materials like black boards, chalk boards, projector and others.

Types of media commonly used in teaching and learning activities, especially in Indonesia:¹⁸

- a. Photo image
- b. A sketch
- c. Diagram
- d. Chart
- e. Cartoons
- f. Posters
- g. Map and globe
- h. Flannel board

¹⁸ Ibid p. 28- 49

i. Billboard

But in this era, we know that Media can be realized in Internet like a lesson video, code QR, web, and application in learning progress, because in Covid 19 pandemic and PSBB, Learning activities are carried out at home, through handphone as media and are carried out in Zoom, Whats app, Google classroom and others, so in this case, therefore the media not only has advantages and disadvantages but also continues to develop in accordance with the development of the era like a communication development, from message to messenger.

D. Definition of Advertisement

Advertising or in Indonesian formally is all forms of promotional messages for objects such as goods, services, finished products, and ideas conveyed through the media at sponsorship fees and shown to the majority of the public. Marketing management sees advertising as part of an overall promotional strategy. Other components of promotion include publicity, public relations, sales, and sales promotion.

Advertising as a form of non-personal communication using mass media. These advertisements can build brand identity, build customer relationships, increase sales, and convey information. Visualization advertisement strengthens the brand image and reaches a broad target market.

Advertisements can use television, radio, magazines, newspapers, or billboards. This marketing activity can be divided into 5 types:¹⁹

2. Product advertisement

Most of the advertisements are product advertisements, these

¹⁹ Handyantowidjojo, *Sari-Sari Pemasaran&Aplikasinya Di DuniaBisnis*, (Jakarta :PrasetiyaMulyaPubhlishing, 2014), p. 197-198.

advertisements convey information about a product or service.

3. Advocacy advertising

Advocacy advertisements contain the attitudes or efforts of an institution to influence public opinion on a matter, for example, advertisements to select honest and authoritative representatives of the people.

4. Public service Advertisement

Public service advertisements carried out by non-profit organizations to convey and campaign a positive message for free, for example the importance of preserving the environment and surroundings

5. Retail advertising

Retail advertising encourages consumers to visit or shop at a particular store or outlet.

6. Billboard advertising is the process of using a large-scale print advertisement (a billboard, or a hoarding to those in the UK) to market a company, brand, product, service, or campaign. Billboards are typically placed in high traffic areas, such as along highways and in cities, so they're seen by the highest number of drivers and pedestrians

Billboard advertising is an effective medium for branding and broadcasting your business, product or political campaign to as many people as possible.

Because advertising billboards are in the area of people passing by, therefore billboards have the highest number of views and impressions when we compared to other marketing methods.

The advertisement can be interpreted that advertising is a form of information carried out by a person, agency, institution, or company, the content of

which is an interesting message about a product or service aimed at the public. The purpose of advertising is to invited people to become interested in using the products or services offered.

And usually advertisements are posted in various media so that they can be seen by many people, both offline and online media. Some of these media include the Newspaper, Magazines, Tabloids, Television, News Sites, Blogs, Social Media, and public places.

E. Billboard

Billboard is one of the media that is placed outside the room which has now become part of people's life, which has the aim of conveying an informational message, promoting a product or service.²⁰ And the billboard is one of simple advertisement media can use to advertising product, service will be effective to promotion.

Billboards are all advertisements that reach consumers when they are outside the home or office.²¹ Billboards are large bulletin boards that are usually placed in strategic locations and handled by the Dispenda.

According to tjiptono there are advantages possessed by billboards so that they can be effective in achieving the goals to be aimed, among others:²²

So the billboard is one media to

1. Brief and clear information.
2. Display advertising messages many times.
3. Communication media that can reach local areas.

²⁰ FandiTjiptono, *StrategiPemasaran*(Yogyakarta : PenerbitAndi, 2008), p. 243

²¹ Santosa, *Creative Advertising* (Jakarta : Alex Media Komputindo, 2009), p. 168

²² Tjiptono, *StrategiPemasaran* (Yogyakarta : PenerbitAndi), p. 244

4. Right on target for people who pass in front of the billboard.

The billboard which are a form of outdoor advertising promotion and have a large size. In a true sense, a billboard is a form of poster with a size that is large and placed high in a certain place that is always passing by people. Billboards are among the most widely used models of outdoor media billboards. Its development is so fast. Now in this digital era, billboards also use new technology so that a term called Digital Signboard.

And then billboards are one of the outdoor media or billboards which in the last decade has become part of the life of the urban world community, especially in Indonesia, which has the aim of send messages about a product or service, even individuals who want to increase popularity. An advantage of billboards compared to television or radio is the activity of delivering messages to audiences that lasts 24 hours a day, 7 days a week and 30 days a month

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The method used in this research is use Classroom Action Research. The expert defines about Classroom Action Research, what the term Action Research means is basically a way on your teaching (or teacher training, or management of an English department, or whatever you doing ELT). This is done by systematically collecting data through your daily practice and analyzing it to arrive at some of the decisions being made about what your future practice will be.

From the description above, the researcher can conclude that the teaching strategy is highly dependent on reflection carried out by the researcher. And it is done by systematically to collecting data and then practicing and analyzing it everyday

In this research the researcher use participants Classroom Action Research (CAR), one study participant said as CAR is when the person who will carry out the study presented should be directly involved in the research process from the beginning until the results of research in the form of a report. Thus, since research planning researchers always involved, researchers subsequently monitor, criticize, and collect data, and then analyze the data and report the results ended with the research. CAR participation can also be done at the school. Only, here researchers are required involvement directly and continuously from the beginning until the end of the study.²³

B. Location of Study

²³ [Http://akhmadsudrajat.wordpress.com/2008/03/21/](http://akhmadsudrajat.wordpress.com/2008/03/21/) Penelitian- tindakan kelas- part ii, in 4 Sept 2020

This research will be conducted at SMK Tritech Informatika Medan at Jl. Bhayangkara No.484, Indra kasih, kec. Medan Tembung, Kota Medan, North Sumatra in the 2020-2021 school year. It will be in the second grade of high school. The writer chose this location because:

1. The title has never been done before at this location
2. The writer wants to know deeply about the students' abilities, especially the translation skills in their schools.

C. Population and Sample

1. Population

Population is the total number of subject that should be observed in a research. Sugiono says “Population is the entire collection of people (or other elements)” in which the researcher is finally interested.

The population in this research is all students of class XI SMK Tritech Informatika Medan at Jalan Bhayangkara No. 484 Medan which has 18 classes. The total of students is 426 students, because learning of translation only in class XI MR 3. The details are as follows:

Table 3.1 Population

No	Class	Number
1	XI PBS	24
2	XI RPL 1	25
3	XI RPL 2	25
4	XI AK 1	21

5	XI AK 2	21
6	XI MX 1	25
7	XI MX 2	25
8	XI MR 1	29
9	XI MR 2	30
10	XI MR 3	20
11	XI TX 1	25
12	XI TX 2	26
13	XI TR 1	28
14	XI TR 2	27
15	XI TR 3	27
16	XI TR 4	27
17	XI PHT	9
18	XI TB	8
TOTAL	18	426

Source: Administrator of SMK Tritech Informatika Medan

2. Sample

Samples is the persons who give the data about the research. In this research, author will take samples from class XI MR 3. The reason the researchers take this class for researching because this class was chosen by the school for researchers to conduct this research.

Table 3.2 Sample

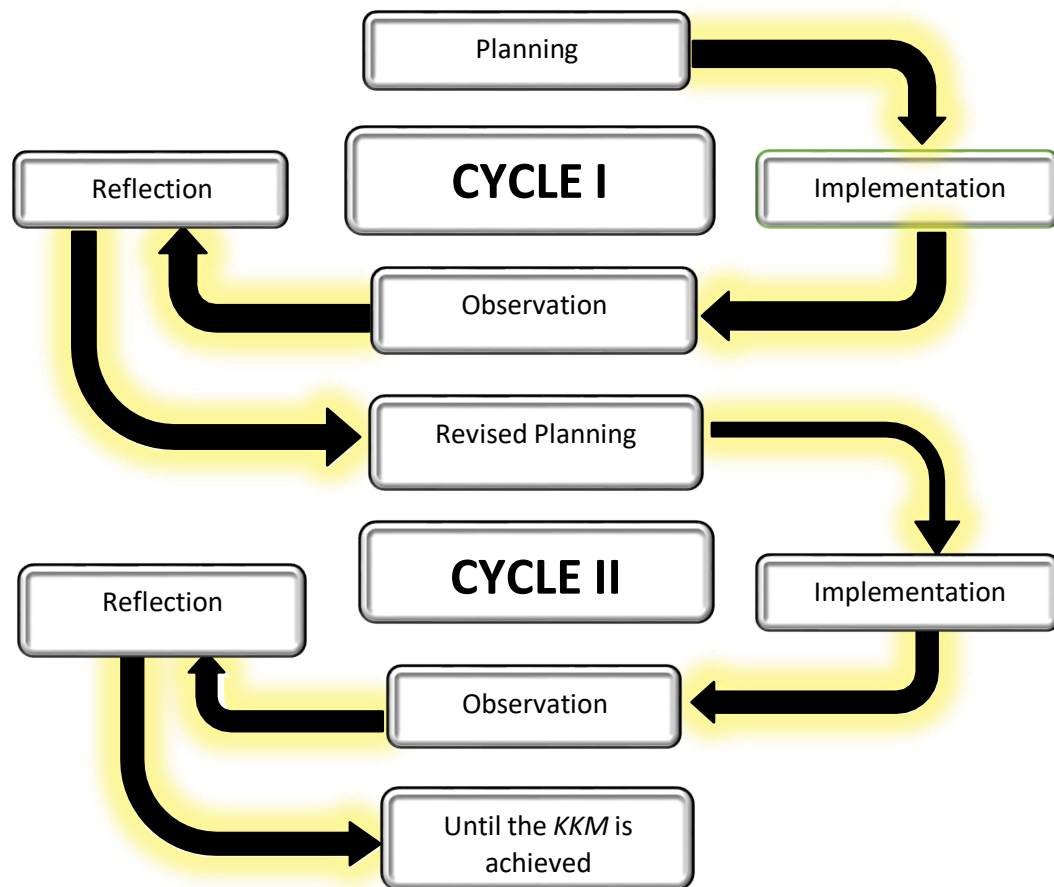
No	Class	Total
1	XI MR 3	20

D. Classroom Action Research Procedures

In this research the research use Model Kemmis dan McTaggar. Model Kemmis and McTaggar is development of the model introduced by Kurt Lewin. The difference just only in the action component and observing used as one component/action. The reason is the existence of combining one unit of time, which means that when actions are processing, the observations must also be started. So the model Kemmis and McTaggart has three main components namely: planning, action, observing, and reflecting. Another difference with the first model is the absence of restrictions cycle dependent how success/improvement to be obtained²⁴

²⁴[Http://akhmadsudrajat.wordpress.com](http://akhmadsudrajat.wordpress.com). Accased on 3 sept 2020

Bagan 3.1. PTK Model Kemmis & Mc. Taggart:²⁵



Source : CAR Model Kemmis & Mc Taggar

Here are the explanations about four phases:

1. Planning

The planning phase is carried out after identifying and diagnosing student translation problems that occur in class as evidenced by observations and interview. Next, at this stage the planning is divided into two types. It is general planning and special planning. General planning aims to regulate all aspects

²⁵ Suharsimi Arikunto, dkk, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2009), p.16

that refer to Classroom Action Research (PTK). Meanwhile, special planning is intended to organize plans related to cycle by cycle.

The plans that have been compiled will be formed into RPP based on the syllabus in use today. RPP has been prepared to be implemented in class XI MR 3 Senior High School SMK TRITECH INFORMATIKA Medan. We have already mentioned some guidelines on teaching procedures, media, resources students', and evaluation.

2. Acting

The acting phase is, in principle, the realization of a pre-planned action such as what strategies are used and what material is taught and others.²⁶

3. Observing

At this phase, researchers and teachers collaboratively discuss and correct to find out what events are happening in the classroom through the class, and make observations on the implementation of actions using field notes or observation sheets. Researchers observe the results of the interventions and reflect on their effectiveness. When observing, the observer must pay attention and record all activities in the class physically.

Maybe about performance of teacher, student responses, etc. At this stage, it also collects data obtained from the evaluation and post-test.

4. Reflecting

This phase aims to reflect or evaluate the three previous stages, based on the data that has been collected to conduct an evaluation to complete the next

²⁶Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p. 39

cycle. Thus, reflection can be determined after the implementation of the action and the results of the observation.

E. Technique of Collecting Data

This research using qualitative (experience-based) and quantitative data (number-based). The qualitative data consists of entering the class with SOP (standard Operating Procedure) of Covid 19 with mask and hand sanitizer during observation. On the other side, the quantitative data uses pre-test and post-test.²⁷

The completely explanation as follows :

1. Observation

In this case, the researcher uses unstructured or open observations to find out what is happening in the process of learning. Maybe about teacher performance during Classroom Action Research (CAR), classroom situations in class activities, and student responses about translating advertising sentences from billboard advertisements.

2. Interview

The researcher asked the teacher to find out the difficulties of students in translation of English.

3. Test

The pre-test will be carried out at the second meeting at the end of the meeting to measure the ability students' to translating advertisements billboard, during the first meeting after completing the Translation and Advertisement billboard material, while the post test is carried out in the third meeting as well as exams and at the end of the meeting.

²⁷ Ibid, p. 127- 132

The test use in this research is pre-test and post-test. The pre-test will done before implementing advertisement billboard. It is to measure students' translation comprehension. Meanwhile, the post-test is implemented after using advertisement billboard as a media. In this research, the test will done in form of multiple choices questions. Tests are held at the end of each cycle.

F. Technique of Data Analysis

The qualitative data analysis used in this study was the observation of student activities during the teaching and learning process, and interviews before and after the Classroom Action Research (CAR). In this case the researcher collects the data that has been obtained. In analyzing the numerical data, the researcher first tries to get the average value of the students' inflation per action in one cycle. This is used to find out how well the overall student scores on translation skills. First, to calculate the average student in this research test the researcher used the following formula.²⁸

$$\bar{X} = \frac{\sum x}{n}$$

In which \longrightarrow \bar{X} : Mean of pre test scores

N : Number of subject

$\sum X$: The total score

Second, the researcher tries to get the percentage of classes that meet the minimum level of mastery (KKM) criteria given the acquisition value of 70 (seventy) English subjects which were adapted from the school agreement at SMK Tritech Informatika Medan. For this step, the researcher applies the following

²⁸Sudjana, *Metoda Statistika*, (Bandung : PT. Tarsito, 2002) p. 67

formula.²⁹ Such as :

$$P = \frac{R}{T} \times 100\%$$

Where → **P** = The percentage of those who got the points up to 70

R = The number of students who get the points up to 70

T = The total number of the students,

Third, for the last step after getting mean and percentage of students' score per action, the researcher identifies whether there might have and improvement or not.

To calculation the percentages of students' improvement score from pre-test to post-test I, in analyzing that, the researcher uses the formula.³⁰ As follow:

$$P = \frac{y1-y}{y} \times 100\%$$

Which → **P**= Percentage of students' improvement

y= Pre-test result

y1= Post-test 1 result

y2= Post-test II result

Then, to calculate the percentages of students' improvement score from pre-test to post-test II, as follow:

To calculation the percentages of students' improvement score from pre-test to post-test I, in analyzing that, the researcher uses the formula.³¹ As follow:

²⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

³⁰ David E. Meltzer, (2008), *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, Iowa: Department of Physic and Astronomy, p. 3

³¹ David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physic and Astronomy, 2008) p. 3

$$P = \frac{y_2 - y_1}{y} \times 100\%$$

The formula above can be used for researcher to get the real percentage difference of students' improvement in translating after examination.

Meanwhile, the students' tests were score by using translation score. It is analyzed by t-test formula. Quantitative data was broadly used to describe what can be measured or counted. To know the different of the test success after IOC strategy, the writer applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: \bar{D} = Mean of different of post test 1 and post test 2

D = Difference

N = Subject of Students

G. Trustworthiness of Research

1. Validity of data

Validity is one essential of requirements for instrument of evaluation. Arthur Hughes stated that "a test is said to be valid if it accurately what it is intended to measure".³² This means that the test is valid, it must be accurate and measurable. Validity must be determined by the objectives to be achieved using the test meant that the test is valid the test must be accurate and it can measure.

In this research the researcher adopts Aderson, Herr, and Nihlen's criteria that mention that validity of action research including *democratic validity*, *outcome*

³² Arthur Hughes, *Testing for Language Teachers Second Edition*, (Cambridge: Cambridge University Press, 1989)p. 26

*validity, process validity, catalytic validity, and dialogic validity.*³³ In this research she uses three kinds of validity are outcome, process, and dialogic validity.

First, outcome validity requires that the action emerging from a particular research leads to the successful resolution of the problem that was being studied, that is, your research can be applied to the subsequent research cycle.³⁴

Second process validity is “the validity that requires a research has been conducted in a “dependable” and competent “manner”.³⁵ The last, dialogic validity, “it involves having a critical conversation with peers about research finding and practices.”³⁶

The conclusion of the explanation is that we can see the validity of the first results of the student's test results. Moreover, the research records all events that occur in the teaching and learning process. Then for dialogic validity, to avoid invalid data researchers and teachers discuss and assess the test results of students two cycles.

³³ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (New Jersey: Merile Prentice Hall, 2008) p. 84

³⁴ Ibid, p. 84

³⁵ Ibid, p. 84

³⁶ Ibid, p. 85

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Preliminary Study

Research data is analyzed in two forms, namely qualitative and quantitative data. Qualitative data is taken from interviews, observation sheets, diary notes and supported by documentation. Quantitative data is taken from the average student's grades. This research was conducted in grade XI MR 3 consisting of 20 students. This research was conducted in two cycles. Each cycle consists of four stages of action research (planning, execution of actions, observation, and reflection). The first cycle was conducted in two meetings which were also conducted pre-test and post-test I. The second cycle was carried out in two meetings covering post-test II. It can be concluded that in total there were six meetings in this research.

2. The Result of Cycle 1

In this cycle researchers determine the form of pre-test and cycle I. A detailed explanation of this cycle is as follows:

a) Planning

At this stage the researchers will make all the preparations before conducting the research. The topic discussed is about translation. In this class action research planning has been prepared RPP, preparation of teaching materials about translation, meaning, and function, determination of learning resources and supporting media. All of the above materials are used by researchers to teach students in the classroom.

b) Implementing

In this stage there are several activities carried out by researchers. The pre-test was held at the first meeting on Monday, 26th October 2020.³⁷

The implementation of actions in cycle 1 is carried out in two meetings. The first meeting of cycle 1 was held on Tuesday, in this meeting researchers explained the subject matter about translation with material from power point, and shared it with students through whatsapp group on 27th october 2020.³⁸

³⁷ See Appendix IV

³⁸ See Appendix I

Students pay attention and listen to the teacher when the teacher explains the material. Some students are still confused when the teacher asks some questions about the subject matter. Despite the difficulties in answering the question, they can still be enthusiastic in this meeting.

The second meeting of cycle 1 was held on Monday, 2nd November 2020. The action is focused on post test 1.³⁹ Researchers shared a post test via wa group with questions in the form of translating several advertising billboards on 25 multiple choice questions, and providing answers to students.

Example :

Choose the best answer for the following answer !



1. What the meaning of this billboard ?

- a. Kemungkinan itu tidak ada
- b. Tidak ada yang tidak mungkin
- c. Kemungkinannya tidak ada
- d. Tidak mungkin tidak

c) **Observing**

Observations are made to find out how the student is doing and what the student's problems are during the teaching and learning process. Although students are less aware of materials or techniques, they still try to participate effectively during the teaching and learning process. They are enthusiastic

³⁹ See Appendix V

and happy with the topics discussed by the teachers in the class. They also seriously answer questions about training. The class was so active.⁴⁰

1) Qualitative Data

Qualitative data is analyzed from interviews, observation sheets, diary notes and supported by documentation taken in each meeting.

(a) Interview

Interviews were conducted twice in this study that researchers conducted before and after using billboard advertisements in cycles I and II. Researchers interviewed teachers (only one teacher among three English teachers) and students (some students as class representation). From the answers of students and teachers on the interview sheet, there are differences before and after the implementation of the material. Before applying the material, students find English difficult to translate because what is written is different from the meaning it is known for. and they have trouble translating English. After applying the research material, students feel an improvement in translating sentences.

Teachers found that the learning process became more active and enjoyable as students' translation mastery improved after the technique was applied. The students also stated that they enjoyed learning English translation using billboard advertisement as a media.⁴¹

(b) Observation

Observations are carried out to observe the activities of teachers and students, then the situations and problems found during the learning process include student behavior, attitudes, attention, and all activities carried out during the learning process. Therefore, the observation results are collected as data that will be used as a basic reflection to measure the level of activity and ability of students. In this study, researchers acted as teachers in the classroom, and the observers were English teachers who observed activities during the learning process.

⁴⁰ See Appendix XII

⁴¹ See Appendix XII

From the observations, the researchers noted that teachers have carried out all activities in the learning process, and students are very enthusiastic, active, and enthusiastic in translating learning by using advertising billboard media as a medium.⁴²

(c) Diary Notes

The diary was written by researchers during the study at each meeting. Researchers wrote down some important moments of student activities in the classroom. From the diary notes, researchers will know the students' true feelings and behaviors during the learning process. And these diaries can also be used as additional data to make progress in the learning process.⁴³

(d) Documentation

Documentation is formed in photographic evidence to prove the visual condition of the learning process during the application of the technique.⁴⁴

2) Quantitative data

Quantitative data is taken from the test results given to students. The test will be relevant to the topics taught and discussed in the classroom on each cycle. There were two cycles consisting of four meetings in this study. Student test score results are shown in the table

Table 4.1
The students' Score during Cycle I (Pre-test and Post-test I) and
Cycle II (Post-test II)

NO.	The Initial of The Students	Score		
		Pre-Test	Cycle I	Cycle II
			Post-Test I	Post-Test II
1.	AA	48	68	80
2.	ARD	64	88	92
3.	ARM	60	64	72

⁴² See Appendix XII

⁴³ See Appendix XI

⁴⁴ See Appendix XX

4.	DAS	24	80	92
5.	ENS	60	64	92
6.	FKP	56	72	88
7.	GS	56	76	84
8.	MAS	52	64	92
9.	MEN	60	68	88
10.	MS	64	68	80
11.	RAZ	48	60	76
12.	RDU	64	68	92
13.	SHR	56	72	76
14.	SU	68	72	76
15.	VRS	56	60	76
16.	WDY	60	72	84
17.	WR	56	60	92
18.	WS	48	64	80
19.	ZAD	60	68	72
20.	ZI	60	80	88
TOTAL		(Σx) = 1120 (X) = 56	(Σx) = 1388 (X) = 69,4	(Σx) = 1672 (X) = 83,6

From the data above the researchers found that there was an increase in good mastery of student translation. This can be proven by looking at the average value from pre-test to post-test II. From the data, it appears that all students are able to increase their score in each test..

d) Reflecting

Based on the data of these results, researchers will evaluate the problem and its solving actions in the teaching and learning process. Feedback on the teaching and learning process is taken based on observations (behaviors and situations), tests of students' learning outcomes and interviews. The evaluation process will be carried out in each meeting such as asking students about their thoughts, problems or opinions (referring to techniques and materials).

Through reflection, researchers will know the problems and weaknesses faced during the teaching and learning process. Going forward, this will help researchers in making better plans to improve the quality of student translation and not make them feel bored while studying in class. Some of the weaknesses obtained by researchers as follows:

- Many students were still lacking in mastering English vocabulary
- The students still hardly to translate the sentences
- The Students still have difficulty understanding the meaning of the sentence (advertisement billboard)
- Students are still translating word for word according to the word in the sentence, not according to the actual meaning in the sentence

3. The Result of Cycle II

Based on cycle I, researchers are expected to get better grades of student learning outcomes than pre-test. By discovering the weaknesses of the first cycle, according to researchers, teachers should use advertisement billboard as a media and analogies so that they can be easily understood by students and make the classroom a place for learning and fun discussions. Therefore, for the second cycle the researcher used a billboard that was more general and easier to find in everyday life to improve student weaknesses in cycle 1. Researcher gave the motivation and also more explanation and practices about the material then supported by some addition media and various tests. The second cycle of action research as follows:

a) Planning II

In this stage, researchers prepare RPP and several supporting media to improve student translation mastery. In this cycle, researchers provide advertisement billboard images to students (which researchers share with students through wa class groups)⁴⁵, this can make it easier for students to remember and understand various vocabulary and sentences so that the class is more active and interesting that can develop their creativity and also focus more on the material of course.

⁴⁵ See Appendix III

Then not forgetting the researchers explained more about the material that students hope can improve and understand English vocabulary as well as how to translate sentences in images. In addition, researchers also emphasized on some advice, motivation and warnings to support students' learning interests.

b) **Implementing II**

At this stage the researchers also provide some advice, motivation to support students' intention to learn and support them to have passion and always strive to do their best in the learning process and what they face. In this action the RPP that has been prepared is well implemented in the classroom. At this stage there are several activities carried out by researchers. The first meeting took place on Monday, 16th November 2020. During the teaching and learning process with RPP, students participate or give a good response and they are more actively asking about the material. They seemed so enthusiastic about the material provided by the teacher. And at the first meeting the teacher gave some billboard advertisement images to students to translate them, with discussion and understanding of the image.

Example:



What is the meaning of advertisement billboard above ?

- a. Pakailah sabuk pengaman
- b. Pakai duduk pengaman
- c. Kenakan sabuk pengaman
- d. Dimana sabuk pengaman

The second meeting was held on Monday, 23th November 2020. At this meeting teachers still use 25 questions of multiple choice advertisement

billboards with some pictures post-test 2.⁴⁶ Students are still optimistic about translating billboard advertisements on given questions.

The last meeting was conducted on Thursday, 30th November 2020. In this meeting, the teacher reviews the lesson including all the topics that have been discussed. The teacher reviews the lesson so that students can remember what they learned before. They are very confident in answering the test themselves on post-test 2.

c) Observing II

Observations are still being made for the last time. Student activities are observed, and based on observation, there is an increase in the learning process. This shows that most students no longer have difficulty to master English translation about advertisement billboards. They enjoyed learning English translation by using Billboard advertisements as a medium provided by researchers. They are active during the teaching and learning process and more enthusiastic than ever. Observations can also be taken from diary notes at each meeting.⁴⁷

1) Quantitative Data

Quantitative data is taken from students' overall grades at some meetings. Here are some descriptions and explanations of student grades improvement as in the following table 4.2.

Table 4.2
The Mean Score of Cycle I and II

	Pre-Test	Post-Test I	Post-Test II
Total ($\sum x$)	1120	1388	1672
Mean (X)	56	69,4	83,6
Passing Grade of Students (≥ 70)	-	8	20
Percentage (%)	0%	40%	100%

Based on table 4.2, it was found that student grades increased from the first meeting to the last. This can be seen from the average score and student

⁴⁶ See Appendix VI

⁴⁷ See Appendix XI

grades from pre-test cycle to post-test II. To calculate the average student in this study test researchers used the following formula, as follow:

$$X = \frac{\sum x}{n}$$

In which \longrightarrow X : Mean of pre test scores
 N : Number of subject
 $\sum X$: The total score

So, here are description of the students' means score in each tests, they are:

1. In the pre-test, the total score of the students was 1120 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{1120}{20} = 56$
2. In the post-test I, the total score of the students was 1388 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{1388}{20} = 69.4$
3. In the post-test II, the total score of the students was 1672 and the total number of students was 20. Thus, the counting of mea was $X = \frac{\sum x}{n} = \frac{1672}{20} = 83.6$

Now, we saw that there was a good improvement in students' translation mastery after using the Advertisement billboard in English learning process.

For the next step was calculation of the percentage of students' score. And the researcher applied this following formula, such as:

$$P = \frac{R}{T} \times 100\%$$

Where \longrightarrow P = The percentage of those who got the points up 70
 R = The number of students who get the points up to 70
 T = The total number of the students

And the percentage of students' improvement achievement can be seen as follow:

1. In the pre-test, $P = \frac{R}{T} \times 100\% = \frac{0}{20} \times 100\% = 0\%$
2. In the post-test I, $P = \frac{R}{T} \times 100\% = \frac{8}{20} \times 100\% = 40\%$
3. In the post-test II, $P = \frac{R}{T} \times 100\% = \frac{20}{20} \times 100\% = 100\%$

And for the last step, to calculation the percentages of students' improvement score from pre-test to post-test I as follow:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Which \longrightarrow P= Percentage of students' improvement

y= Pre-test result

y1= Post-test 1 result

y2= Post-test II result

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{69,4 - 56}{56} \times 100\%$$

$$P = \frac{13,4}{56} \times 100\%$$

$$P = 23,92\%$$

Based on the calculation above, the percentage of improvement in student translation mastery after using billboard advertisement from pre-test to post-test I was 23,92%.

Then, to calculate the percentages of students' improvement score from pre-test to post-test II, as follow:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{83,6 - 56}{56} \times 100\%$$

$$P = \frac{27,6}{56} \times 100\%$$

$$P = 49,28\%$$

Based on the results of the calculation above, it appears that the percentage of improvement in student translation mastery after using advertisement billboards from pre-test to post-test II was 49.28%. For percentage difference between post-test I and post-test II was 25.36%.

From the data analysis above, students increased grades from pre-test to post-test II (in cycles I and II). In the pre-test students who scored 70 did not exist (0%). In post test I students who scored 70 and above as many as 8 out of 20 students (40%). In post test II students who scored 70 and above as many as 20 students from 20 students (100%). And the increase from pre-test to post-test I was about 23.92% in addition to the increase from pre-test to post-test II of about 49.28%. Last is the percentage gap between post-test

I and post-test II was 25.36%. And for hypothesis testing can be seen in the next discussion.

2) The Testing Hypothesis

Statistic was used to test the hypothesis in the research, as follow:

Table 4.3

The Statistic Analysis of the Students' Test Result in Post-Test (Cycle I) and Post-Test II (Cycle II)

NO.	The Students' Initial Name	Post-Test I	Post-Test II	D	D²
1.	AA	68	80	12	144
2.	ARD	88	92	4	16
3.	ARM	64	72	8	64
4.	DAS	80	92	12	144
5.	ENS	64	80	16	256
6.	FKP	72	88	16	256
7.	GS	76	84	8	64
8.	MAS	64	84	20	400
9.	MEN	68	88	20	400
10.	MS	68	80	12	144
11.	RAZ	60	76	16	256
12.	RDU	68	92	24	576
13.	SHR	72	76	4	16
14.	SU	72	76	4	16
15.	VRS	60	76	16	256
16.	WDY	72	84	12	144
17.	WR	60	92	32	1024

18.	WS	64	80	16	256
19.	ZAD	68	72	4	16
20.	ZI	80	88	8	64
TOTAL				$\sum D$ 264	$\sum D^2$ 4512

From the last computation have been found:

$$\bar{D} = \frac{264}{20} = 13.2$$

As follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{13,2}{\sqrt{\frac{\sum 4512 - \frac{(\sum 264)^2}{20}}{20(20-1)}}$$

$$t = \frac{13.2}{\sqrt{\frac{\sum 4512 - \frac{(\sum 69696)}{20}}{380}}$$

$$t = \frac{13.2}{\sqrt{\frac{\sum 4512 - 3484.8}{380}}$$

$$t = \frac{13,2}{\sqrt{\frac{1027.2}{380}}} = \frac{13.2}{\sqrt{2.70}} = \frac{13.2}{1.64} = 8.04$$

From computation above, it could be seen that the coefficient of $t_{\text{observation}} = 8.04$, $N-1 = 20-1 = 19$, with level $\alpha = 5\%$ (0.05). in the coefficient of an t_{table} to $df = 2.09$. $t_{\text{observation}} (8.04) \geq t_{\text{table}} (2.09)$.

Thus, alternative hypothesis (H_a) could be excepted. Based on the finding, the alternative hypothesis (H_a) start the using of advertisement billboard as a media could improve the students translation mastery.

The result indicated that there was an improving on the students' translation mastery by using Advertisement Billboard. The mean of the first cycle was 69.4, it was not bad. The mean of second cycle was 83.6 it was the best score ever, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 also grew up. In the pre-test, the students who got point ≥ 70 up were nobody (0%). In the post-test of cycle I students who got point 70 up were 8 students (40%).

It means that there was an improving about 20.90 %. The post-test of cycle II, students who got point 70 to up there were 20 students (100%) and the improving was about 24.74%. For the total improving of the students' score from pre-test to post-test of cycle II was 45.64 %. In other words, the students' translation mastery had improved better and better again starting from the first meeting to the next one.

Researcher also analyzed qualitative data to support research findings along with quantitative data. Qualitative data is processed from interviews, observation sheets and diary notes, and supported by documentation.

All of this data shows the extent of students' attitudes and responses during the teaching and learning process. Student observation sheet, it can be concluded that students are active during the teaching and learning process, although at the first meeting they are not interested and confused about vocabulary and the meaning of english words about things around us and some of them are embarrassed and afraid to ask the subject matter. There are some students who are ignorant and don't care. But the next meeting is better than the previous meeting by improving the plan and methods. From the interview it is known that students feel interested in learning english translation texts from day to day.

In Diary notes found that students are active and enthusiastic in following the teaching and learning process. Based on the results of quantitative and qualitative data, it can be concluded that advertisement Billboard as a medium can improve the mastery of student translation, especially in grade XI MR 3.

d) Reflecting II

Based on the results data, researchers managed to fix problems in the teaching and learning process. This can be seen from the feedback of the teaching and learning process taken based on observations (behaviors and situations), student learning test results and interviews. The evaluation process will be conducted in each meeting such as asking students about their thoughts, problems or opinions (referring to techniques and materials). And it was found that student grades showed an increase in.

Through reflection, researchers will know the problems and weaknesses faced during the teaching and learning process. In the future, it will help researchers to make better plans to improve students' translation mastery and not make them feel bored during classroom learning. By going through these stages, there are several improvements that researchers have obtained as follows:

1. Many students were not still lacking in mastering English vocabulary
2. The students were not still hardly to translate the sentences
3. The Students were not still have difficulty understanding the meaning of the sentence (advertisement billboard)
4. The students were not still translating word for word according to the word in the sentence, according to the actual meaning in the sentence

B. Discussion

This research was conducted to find out the improvement of student translation mastery by advertisement billboard as a medium. Advertisement Billboards are one of the techniques that teachers can use in learning English to improve students' translation mastery. The use of advertisement board media in the learning process can create favorable conditions for students. Advertisement Billboards also attract class interest and we can use them outdoors and indoors. Although the researchers conducted their research indoors.

Based on the results of research on quantitative data with Advertisement Billboards as a medium, it can help students improve their mastery of translation from the first meeting till the last meeting. And based on qualitative data shows the synchronization of teacher and student activities during the teaching and learning

process. Data can be seen from observation sheets, interview sheets and diary notes which indicate students are active and pay attention to the subject matter taught by the teacher. So it can be concluded that the mastery of translation students experienced an increase after being taught using billboard advertisement strategy as a medium, researchers felt enough to stop the research in cycle II because the results had met the research indicators of success..

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion and explanation in the previous chapter, the author can conclude that interpreting advertisement billboards can improve the mastery of student translation at SMK Tritech Informatika Medan. This can be proven by some data collected in two main ways, such as:

1. Qualitative Data

From qualitative data results showed that the student response was much better after using advertisement billboards. This can be seen from their enthusiasm and enthusiasm when learning English in class. The use of advertisement billboards as a medium has changed the ideas, thoughts, motivations and behaviors of students to be more active in learning English, especially in translation. in the future, classes become more enjoyable when researchers use advertisement billboards as a medium.

2. Quantitative Data

From From the results of quantitative data shows that the increase in student grades from pre-test to post-test I and post-test II. The average pre-test score of students is 56, in post-test I is 69.4, and in post-test II is 83.6. In the pre-test there are 0% (no students) who get a score ≥ 70 . In post-test I there were 40% (8 out of 20 students) who scored ≥ 70 ; increase from pre-test to post-test I is 23.92%. In post-test II there were 100% (20 out of 20 students) who scored ≥ 70 . Furthermore, the percentage increase from post test I to post test II is 25.36%. This increase continued in post test I and post test II, it was seen that the percentage increase from pre test to post test II was 49.28%. Based on the data, it can be concluded that students' translation ability is improved by advertising billboard media.

B. Suggestion

The results of this study are expected to be useful for teachers, students, institutions and other researchers.

1. For The school, it is expected to provide input and contribution in improving the learning process in order to improve the quality of its students..
2. For teachers, it is expected to improve the skills of teachers in teaching English, especially in translation teaching.
3. For readers, as information about the contribution of the use of advertisement billboards as a medium in translation teaching for high school students and as a reference for learning in English subjects..

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APPENDIX I

LESSON PLAN I

Class Control

School	: SMK Tritech Informatika Medan
Class	XI
Subject	: English
Skill Focus	: Translation
Material	: Translating Advertisement Billboard
Time	: 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use.

4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying of Advertisement Language
2. Identifying how to translate the advertisement Billboard
3. Translating text correctly

D. Objective

By the end of the lesson, students are expected to be able to :

1. Identify how to Translating advertisement Language
2. Understand to translating advertisement Billboard
3. Translating text correctly

E. Learning Method

1. A perspective
2. Classical Method

F. Learning Activities

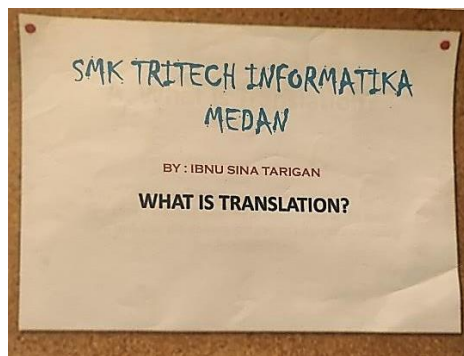
Activities	Interaction Pattern
1. Pre Activity a. Teacher greets the student and open the lesson b. Teacher check student attendance c. Teacher explain the goal of today's lesson	T-S
2. Main Activity a. Teacher ask students what is the Translation ? b. Teacher given an example of sentence or word in white board and instruct the students to translate it , c. Students identify difficult word for translating for example d. Teacher drills students to translate correctly e. Students identify difficult words to pronounce and read aloud the dialog f. Teacher Introduce the different with translater and interpreter	T-S

<p>g. Teacher distributes a, typed and example for translation usability and divided paper summary of lesson</p> <p>h. Teacher and student discuss about summary of lesson</p>	
<p>3. Post Activity</p> <p>a. Teacher gives feedback related to the material</p> <p>b. Teacher closes the lesson</p>	T-S

G. Learning Resources

English book of Senior High School and Internet

H. Learning Material



A. What is Translation?

A translation is a text derived from another text in another language, Exhibiting qualities of equivalence to the source text, such that the derived text can be taken as a substitute for the original text.

B. Translation and interpreting

- Interpreting and translation are two closely related linguistic disciplines. Yet they are rarely performed by the same people. The difference in skills, training, aptitude and etc.
- The difference between interpreting and translation is: The interpreter translates orally, While a translator interprets written text.
- While an interpreter converts any spoken material from one language (the source language) into a different language (target language), a translator converts written material in the same manner.

C. Why is translation important?

Here are some reasons of why translation is so important:

- In this world only about 10 percent of people speak english. so with our ability we can help of translation services.
- Internet adoption around the world is increasing. so, that is important to translate your web content into other language.
- The main and major role of language translation service, we can see in bussiness. in here translation can be a tool to communicated yo each country.
- translation can used in literary text, book and novels to changesl into various language.
- For companies.

D. How to find the right translation?

in here can include tree ways:

- The translator must be able in each language. (When we want to find the right translator we must to choose the person who not just able in english but can to match to our nation language)
- The translator can be deliver the information
- the translator must be able to know the terms in the language.

Examples such as translators must be good at matching terms that are often used in the language of teenagers, adults and parents. which will not create client confusion in understanding its meaning

I. Media

1. Paper (Summary of Translation)
2. Whiteboard

Medan, November 2020

Approved by,

Guiding Teacher

Researcher

(.....)

(.....)

Licensed by:
Headmaster SMK TRITECH INFORMATIKA Medan

(.....)

APPENDIX II

LESSON PLAN I

CYCLE I

School	: SMK Tritech Informatika Medan
Class	XI
Subject	: English
Skill Focus	: Translation
Material	: Translating Advertisement Billboard
Time	: 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

- 4.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use
- 4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by

paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying of Advertisement Language
2. Identifying how to translate the advertisement Billboard
3. Translating text correctly

D. Objective

By the end of the lesson, students are expected to be able to :

1. Identify how to Translating advertisement Language
2. Understand to translating advertisement Billboard
3. Translating text correctly

E. Learning Method

1. A perspective
2. Classical Method

F. Learning Activities

Activities	Interaction Pattern
<p>4. Pre Activity</p> <p>d. Teacher greets the student and open the lesson</p> <p>e. Teacher check student attendance</p> <p>f. Teacher explain the goal of today's lesson</p>	T-S
<p>5. Main Activity</p> <p>i. Teacher ask students what is the advertisement ?</p> <p>j. Students are given an example of advertisement into the media like TV, Radio, Billboard and etc</p> <p>k. Students identify difficult word for advertisement for example</p>	<p>T-S</p> <p>S-T</p> <p>S-S</p> <p>T-S</p>

l. Teacher drills students to translate correctly m. Students identify difficult words to pronounce and read aloud the dialog n. Teacher introduce students about advertisement language o. Teacher given example of advertisement billboard as a media	S-T T-S T-S
6. Post Activity c. Teacher gives feedback related to the material d. Teacher closes the lesson	T-S

G. Learning Resources

1. Relevant text book
2. Internet
3. Relevant picture (Billboard Advertisement)

H. Assessment

Indicators of Competence Achievement	Assessment Techniques	Instrument	Instrumen/ Soal
<ul style="list-style-type: none"> • Multiple choice 	Written	Essay	<ul style="list-style-type: none"> • Talk less do more <ol style="list-style-type: none"> a. Sedikit bicara banyak berkerja b. Sedikit bicara banyak berkarya c. Sedikit bicara sedikit kerja d. Banyak bicara banyak kerja • Go a head <ol style="list-style-type: none"> a. Pergi dengan kepala

			<ul style="list-style-type: none"> b. Lanjutkan c. Pergi ke depan d. Maju ke depan • Entry Please a. Mohon masuk b. Mohon antri c. Dimohon masuk d. Dimohon masuk • Smoking deaths this year : 192,321 and counting a. Rokok matikan manusia 192,321 yang terhitung b. Orang yang merokok tahun ini ada 192,321 c. orangyangmati dikarenakan rokok pada tahun ini ada sejumlah 192,321 dan terus terhitung d. 192,321 orang mati karena rokok saat ini • This is not a trend a. Ini bukan kah trend b. Yang saat ini trend c. Ini bukan trendy d. Ini tidak keren
--	--	--	---

1. Instrument

- (Talk less do more)



- a. Sedikit bicara banyak berkerja
- b. Sedikit bicara banyak berkarya
- c. Sedikit bicara sedikit kerja
- d. Banyak bicara banyak kerja

- (Go ahead)



- a. Pergi dengan kepala
- b. Lanjutkan
- c. Pergi ke depan
- d. Maju ke depan

- (entry please)



- a. Mohon masuk
- b. Mohon antri
- c. Dimohon masuk
- d. Dimohon masuk

- (smoking deaths this year : 192,321 and counting)



- Rokok matikan manusia 192,321 yang terhitung
 - Orang yang merokok tahun ini ada 192,321
 - orang yang mati dikarenakan rokok pada tahun ini ada sejumlah 192,321 dan terus terhitung
 - 192,321 orang mati karena rokok saat ini
- (This is not a trend)



- Ini bukan kah trend ?
- Yang saat ini trend
- Ini bukan trend
- Ini tidak keren

Key answer :

- a. Sedikit bicara banyak berkerja
- b. Lanjutkan
- b. Mohon antri
- c. orang yang mati dikarenakan rokok pada tahun ini ada sejumlah 192,321 dan terus terhitung
- c. ini bukan trend

2. Assessment technique

The total maximum total score is 100

The maximum value for each question is 20 of the 5 available questions

3. assessment rubric

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Medan, November 2020

Approved by,

Guiding Teacher

Researcher

(.....)

(.....)

Licensed by:

Headmaster SMK TRITECH INFORMATIKA Medan

(.....)

APPENDIX III

LESSON PLAN II

CYCLE II

School	: SMK Tritech Informatika Medan
Class	: XI
Subject	: English
Skill Focus	: Translation
Material	: Translating Advertisement Billboard
Time	: 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

- 3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use
- 4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by

paying attention to social functions, text structure, and linguistic elements that are correct and in context.

A. Indicator

1. Identifying of Advertisement Language
2. Identifying how to translate the advertisement Billboard
3. Translating text correctly

B. Objective

By the end of the lesson, students are expected to be able to :

1. Identify how to Translating advertisement Language
2. Understand to translating advertisement Billboard
3. Translating text correctly

C. Learning Method

1. A perspective
2. Classical Method

D. Learning Activities

Activities	Interaction Pattern
<p>7. Pre Activity</p> <p>g. Teacher greets the student and open the lesson</p> <p>h. Teacher check student attendance</p> <p>i. Teacher explain the goal of today's lesson</p>	<p>T-S</p>
<p>8. Main Activity</p> <p>p. Teacher ask students what is the advertisement language ?</p> <p>q. Students are given an example of advertisement language into the media like TV, Radio, Billboard and etc</p> <p>r. Students identify difficult word for translating for example</p> <p>s. Teacher drills students to translate correctly</p>	<p>T-S</p> <p>S-T</p> <p>S-S</p> <p>T-S</p> <p>S-T</p> <p>T-S</p> <p>T-S</p>

<p>t. Students identify difficult words to pronounce and read aloud the dialog</p> <p>u. Teacher introduce students about advertisement language</p> <p>v. Teacher given example of advertisement billboard as a media</p>	
<p>9. Post Activity</p> <p>e. Teacher gives feedback related to the material</p> <p>f. Teacher closes the lesson</p>	T-S

G. Learning Resources

1. Relevant text book
2. Internet
3. Relevant picture (Billboard Advertisement)

H. Assessment

Indicators of Competence Achievement	Assessment Techniques	Instrument	Instrumen/ Soal
<ul style="list-style-type: none"> • Multiple choice 	Written	Essay	<ul style="list-style-type: none"> • The world is yours <ol style="list-style-type: none"> a. Dunia adalah milikmu b. Dunia adalah kamu c. Kamu itu dunia d. Bumi itu kamu • Buy 1 get 1 <ol style="list-style-type: none"> e. Beli 1 pergi 1 f. Beli 1 gratis 1 g. Jual 1 beli 1 h. Beli 1 diskon 1 • Netflix is a joke

			<p>e. Netflix adalah lelucon</p> <p>f. Netflix adalah tempatnya hiburan</p> <p>g. Netflix itu lucu</p> <p>h. Netflix adalah aplikasi lelucon</p> <ul style="list-style-type: none"> • Wear a seat belt <p>e. Pakai sabuk pengaman</p> <p>f. Pakai duduk pengama</p> <p>g. Gunakan sabuk pengaman</p> <p>h. Dimana sabuk pengaman</p> <ul style="list-style-type: none"> • A taste that's one of a kind <p>e. Rasa itu 1 yang unik</p> <p>f. Rasa yang unik</p> <p>g. Ini dia salah satu yang unik</p> <p>h. Yang 1 ini punya rasa yang unik</p>
--	--	--	---

4. Instrument

-



(The world is Yours)

- a. Dunia adalah milikmu
- b. Kamu itu dunia
- c. Bumi itu kamu
- d. Bumi itu kamu
- (Buy 1 get 1)



- a. Beli 1 pergi 1
- b. Beli 1 gratis 1
- c. Jual 1 beli 1
- d. Beli 1 diskon 1

•



- (Netflix is a joke)
- a. Netflix adalah lelucon
 - b. Netflix adalah tempatnya hiburan
 - c. Netflix itu lucu
 - d. Netflix adalah aplikasi lelucon
 - (Wear a seatbelt)



- a. Pakailah sabuk pengaman
- b. Pakai duduk pengaman
- c. Kenakan sabuk pengaman
- d. Dimana sabuk pengaman

- (A taste that's one of a kind)



- Rasa itu 1 yang unik
- Rasa yang unik
- Ini dia salah satu yang unik
- Yang 1 ini punya rasa yang unik

Key answer :

- a. dunia adalah milikimu
- b. beli 1 gratis 1
- b. Netflix adalah tempatnya hiburan
- a. pakailah sabuk pengaman
- d. yang 1 ini punya rasa yang unik

5. Assessment technique

The total maximum total score is 100

The maximum value for each question is 20 of the 5 available questions

6. assessment rubric

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Medan, November 2020

Approved by,
Guiding Teacher

Researcher

(.....)

(.....)

Licensed by:

Headmaster SMK TRITECH INFORMATIKA Medan

(.....)

**APPENDIX
IV**

**TEST OF THE RESEARCH
PRE- TEST**

Choose the best answer for the following answer !



1. What the meaning of this billboard ?
 - a. Kemungkinan itu tidak ada
 - b. Tidak ada yang tidak mungkin
 - c. Kemungkinannya tidak ada
 - d. Tidak mungkin tidak
2. what products are on the billboard above ?
 - a. Adidas
 - b. Nike
 - c. Converse
 - d. Boxer
3. what words are meant on the billboard ?
 - a. Information product
 - b. Description product
 - c. Motivation
 - d. Job Vacancy

4. fix the billboard sentence above !



- a. When life sotps making sense
- b. When life sopts kaming life
- c. When life stops making sense
- d. When life stops kaming sense



5. what is burger king ?

- a. Hospital
- b. Motorbike service place
- c. Harbour
- d. Restaurant

6. what the meaning of "buy one get one" ?

- a. Beli 1 gratis 1
- b. Beli dulu nanti bayar

- c. Beli 1 gratis minum
 - d. Beli 1 dapat 1
7. what is the main menu in burgerking ?
- a. Burger
 - b. Pizza
 - c. Kentucky chicken
 - d. Fried chicken



8. What the meaning of a seat belt ?
- a. Sabuk pengaman
 - b. Sabuk silat
 - c. Tali pinggang
 - d. Tali kambing
9. Translate the advertisement billboard above !
- a. Jangan pakai tali pinggang
 - b. Pakailah sabuk pengaman
 - c. Pakailah jalur yang aman
 - d. Pakailah sabuk pinggang
10. what information can be obtained from the advertisement above ?
- a. Rest area
 - b. Warning
 - c. Invite
 - d. Party



11. What is Netflix ?

- a. Game play application
- b. Movie watching application
- c. Song listening application
- d. Application converts word to pdf



12. What is the meaning of advertisement billboard above ?

- a. Bicara sedikit banyak bicara
- b. Sedikit bicara banyak bekerja
- c. Tidak sedikit banyak kerja
- d. Tanpa bicara bisa bekerja

13. What is “Class Mild” in advertisement billboard above ?

- a. Food
- b. Drink
- c. Cigarette
- d. Toy

14. what cigarette brands are on the billboard above ?

- a. Sampoerna
- b. Class mild
- c. Marlboro
- d. Dunhill



15. What the meaning of advertisement billboard above ?

- a. Apa misi dalam hidup ini ?
- b. Apa misi Anda dalam hidup ?
- c. Apa kamu punya misi ?
- d. Apa hidup kamu ada misi ?

16. who made the advertisement billboard above ?

- a. Cardinal stritch university
- b. Cardinal
- c. University
- d. Promotion of university

17. what is the purpose of the advertisement ?

- a. University recruitment
- b. Mechanic recruitment

- c. Job recruitment
- d. Playgroup recruitment



18. Who is the maker of the ad above ?

- a. Mcdonalds
- b. KFC
- c. Pizza hut
- d. Burger Kin

19. Translate the advertisement above !

- a. Tolong jangan makan papan iklan ini
- b. Tolong tidak makan burger ini
- c. Tolong tidak datang kesini
- d. Tolong untuk tidak memakan ini

20. What is the motto of mcdonalds ?

- a. I'm lovin it'
- b. Go a head
- c. Talk less do more
- d. Let's do it



21. What is the translate of billboard advertisement above ?

- a. Rokok matikan manusia 192,321 yang terhitung
- b. Orang yang merokok tahun ini ada 192,321
- c. Orang yang mati dikarenakan rokok pada tahun ini ada sejumlah 192,321 dan terus terhitung
- d. 192,321 orang mati karena rokok saat ini

22. What is information describe in advertisement billboard above ?

- a. Data of people dying from smoking and will continue to increase
- b. Valid data of people dying from smoking
- c. 192,321 data of smoker in the world
- d. The count of smoker

23. What kind of warning was put out on the billboard above ?

- a. The dangers of smoking can cause death
- b. Information of smokers
- c. Information of cigarette brand

- d. The dangers of smoking in smoking area



24. Translate advertisement billboard above !

- a. Tangan terbaik adalah tangan sebelah kanan
- b. Tangan terbaik saat ini adalah tangan yang sudah di cuci
- c. Cuci tanganlah sekarang
- d. Tangan mu adalah terbaik maka cucilah sekarang juga

25. What is "Choctaw" above ?

- a. Casino and Resort
- b. Café
- c. Restaurant
- d. Entertainment area

APPENDIX V

TEST OF THE RESEARCH POST TEST I

Choose the best answer for the following answer !



1. Who is brand ambassador in billboard advertisement above ?
 - a. Tony stark
 - b. Tony hawk
 - c. Tony G. Bastian
 - d. Black hawk
2. What is job of brand ambassador above ?
 - a. Skateboarder
 - b. Artist
 - c. Actor
 - d. Doctor
3. What is type of advertisement sentence above?
 - a. Judging
 - b. Sarcasm
 - c. Motivation
 - d. Warning
4. What is the best translate of advertisement billboard above ?
 - a. Untuk memesan kamu harus belajar antri
 - b. Untuk bisa jalan kamu harus jatuh
 - c. Untuk bisa sampai terbang kamu harus belajar turun
 - d. Untuk bisa terbang kamu harus belajar untuk jatuh



5. In which city is the billboard located ?
- Indonesia
 - London
 - Chili
 - Paris
6. What is the meaning of dreaming ?
- Bermimpi
 - Bertarung
 - Berkencan
 - Bersahajain which country is the city of london?
7. in which country is the city of London ?
- America
 - South Africa
 - England
 - Kenya
8. What is the best translate of billboard advertisement billboard (creativity is a way of a dreaming, lets keep dreaming) above ?
- Kreativitas adalah cara bermimpi, mari terus bermimpi
 - Kreativitas dihasilkan bukan atas mimpi
 - Berkreativitaslah untuk meraih mimpi mu
 - Jadilah pemimpi yang punya kreativitas
9. What the meaning of “dreaming” above ?
- Creativity
 - Dream
 - Creative of dream
 - Dream of creative



10. What is the best translate of billboard advertisement billboard above ?

- a. Anda bisa membaca
- b. Anda akan membaca
- c. Bisakah anda membaca
- d. Anda harus membaca

11. In your opinion, inspired by the ad logo above?

- a. Tokopedia
- b. Tiktok
- c. Youtube
- d. Atta halilintar

12. What is the advertisement billboard above made for?

- a. Promotion of Milwakuee public library
- b. Selling book of Milwakuee public library
- c. Milwakuee public library detail information
- d. Milwakuee public library



13. What is the purpose of advertisement billboard above

- a. Promotion of product
- b. Maintain health
- c. Lockdown information
- d. Eat and drink halal product



14. What is the meaning of adventures ?

- a. Perdagangan
- b. Pertemanan
- c. Pertamanan
- d. Petualangan

15. What is tinder in advertisement billboard above ?

- a. Social app
- b. Game app
- c. E commerce
- d. Camera app

16. What is the best translation of advertisement above ?

- a. Sejuta petualangan dalam seminggu
- b. Seminggu dengan sejuta pengalaman
- c. Bukan sejuta kencan dalam seminggu tapi sejuta petualangan dalam seminggu
- d. Dengan satu juta bisa bertualang seminggu



17. What is the advertisement billboard description ?

- a. Job recruitment
- b. Mindset information
- c. Information news
- d. Detail of product

18. What is the meaning of proud ?

- a. Bangga
- b. Suka
- c. Ceria
- d. Benci



19. What the best translate of advertisement billboard ?

- a. Menjadi aktif, productif untuk menghentikan obesitas pada anak
- b. Menjadi proaktif, tetap aktif, untuk menghentikan obesitas pada anak
- c. Menjadi proaktif, tetap aktif, untuk obesitas pada anak
- d. Menjadi produktif, tetap aktif, untuk mencegah obesitas pada anak

20. What is information be taken from the ad above ?

- a. Prevention of obesity children
- b. Sports to children
- c. Game to children
- d. Nutritional food for children

21. What is one way to prevent children from obesity ?

- a. Playing football
- b. Playing moba games
- c. Playing PC games
- d. Eating junkfood



22. What the meaning of healthy ?

- a. Sakit
- b. Jujur
- c. Sehat
- d. Sentosa

23. What is the “unity” in advertisemend billboard above ?

- a. Health insurance
- b. Car insurance
- c. Motorcycle insurance
- d. Insurance of student

24. What is the best translation of advertisement billboard above ?

- a. Menjalani hidup dijalur sehat
- b. Menjaga sehat agar tetap hidup
- c. Menjalani hidup di jalur yang sehat
- d. Menjalani hidup dengan cara yang sehat

25. What is the meaning of lane ?

- a. Jalan
- b. Garis
- c. Jalur
- d. Jalan raya

**APPENDIX
VI**

**TEST OF THE RESEARCH
POST TEST II**

Choose the best answer for the following answer !

1. What is the translation ?
 - a. Text derived from another text in another language exhibiting qualities of qualities of equivalence to the source text, such that the derived text can be taken as a substitute for the original text
 - b. Converts any spoken material from one language into a different language orally
 - c. Translate the language in the language
 - d. Translate orally to the text
2. What is the interpreter ?
 - a. Text derived from another text in another language exhibiting qualities of qualities of equivalence to the source text, such that the derived text can be taken as a substitute for the original text
 - b. Converts any spoken material from one language into a different language orally
 - c. Translate the language in the language
 - d. Translate orally to the text
3. How is one way to find the right translator ?
 - a. The translator must be able in each language
 - b. The translator must be able to speaking language
 - c. The translator must be able to listen the song
 - d. The translator must be able to playing music instrument
4. What is the different between translator and interpreter ?
 - a. Translator translate written text and interpreter translate orally
 - b. Translator translate orally and interpreter translate written text
 - c. Both are the same
 - d. Translating all of language to different language
5. When the president comes to a foreign country, when someone's speech translates directly into the language of the country president visiting, then whose job is it to the president's talk directly ?

- a. Translater
- b. Media mass
- c. Interpreter
- d. Google translate



6. Who is the made ad billboard description above ?
- a. University
 - b. School
 - c. Club
 - d. Café
7. What is the best translation of advertisement billboard above ?
- a. Kecil saja cukup untuk pertanyaan besar
 - b. Cukup kecil untuk mengajukan pertanyaan besar
 - c. Perlu nyali yang kecil untuk bisa mengajukan pertanyaan yang besar
 - d. Kecil tak akan bisa menjawab pertanyaan yang besar
8. What is the meaning of question ?
- a. Jawaban
 - b. Pertanyaan
 - c. Bertanya
 - d. Pikiran



9. What is the amazon prime ?

- a. Streaming app
- b. Games app
- c. Simulator app
- d. E- commerce app

10. What is the meaning of patience

- a. Gundah
- b. Gulana
- c. Sabar
- d. Berusaha

11. What is the best translate of advertisement billboard above ?

- a. Tidak perlu kesabaran
- b. Hanya dengan sabar
- c. Bersabarlah
- d. Jangan Bersabar



12. What the meaning of advertisement billboard above ?

- a. Apa misi dalam hidup ini ?
- b. Apa misi Anda dalam hidup ?
- c. Apa kamu punya misi ?
- d. Apa hidup kamu ada misi ?

13. who made the advertisement billboard above ?

- a. Cardinal stritch university

- b. Cardinal
- c. University
- d. Promotion of university

14. what is the purpose of the advertisement ?

- a. University recruitment
- b. Mechanic recruitment
- c. Job recruitment
- d. Playgroup recruitment



15. What is the information of ad billboard above ?

- a. Dangers of smoking
- b. Advantage of smoking
- c. Smoking is cool
- d. Don't smoking

16. What type of this ad billboard above ?

- a. Warning
- b. Simulation
- c. Sarcasm
- d. Analogy

17. What is the best translate of advertisement billboard above ?

- a. Keputusan anda mempengaruhi orang lain
- b. Keputusanmu tergantung dari orang lain
- c. Orang lain akan menilai keputusanmu
- d. Keputusan ada ditanganmu

18. What is the meaning of decisions ?

- a. Orang banyak
- b. Keputusan
- c. Tindakan
- d. Rayuan



19. Translate advertisement billboard above !

- a. Tangan terbaik adalah tangan sebelah kanan
- b. Tangan terbaik saat ini adalah tangan yang sudah di cuci
- c. Cuci tanganlah sekarang
- d. Tangan mu adalah terbaik maka cucilah sekarang juga

20. What is "Choctaw" above ?

- a. Casino and Resort
- b. Café
- c. Restaurant
- d. Entertainment area



21. What the meaning of this billboard ?

- a. Kemungkinan itu tidak ada
- b. Tidak ada yang tidak mungkin

- c. Kemungkinannya tidak ada
 - d. Tidak mungkin tidak
- 22.** what products are on the billboard above ?
- a. Adidas
 - b. Nike
 - c. Converse
 - d. Boxer
- 23.** what words are meant on the billboard ?
- a. Information product
 - b. Description product
 - c. Motivation
 - d. Job vacancy



- 24.** What is the best translate of ad billboard above ?
- a. Anda akan pergi jauh dari kota ini, tapi takkan pernah kembali
 - b. Mungkin anda akan pergi jauh dari kota ini, tapi tidak akan pernah jauh untuk ke ATM
 - c. Mungkin suatu hari kamu akan pergi dari kota ini, tapi tidak mungkin bisa untuk ke ATM
 - d. Mungkin anda ingin pergi dari kota ini tapi tidak akan menjumpai ATM
- 25.** What is the ATM ?
- a. Automatic Teller Machine
 - b. Auto Teller Machine
 - c. Anjungan Tunai Mandiri
 - d. Automatic Telling Machine

APPENDIX VII

ANSWER KEY OF PRE TEST

1. B	11. B	21. C
2. A	12. B	22. A
3. C	13. C	23. A
4. C	14. B	24. B
5. D	15. B	25. A
6. A	16. A	
7. A	17. A	
8. A	18. A	
9. B	19. A	
10. B	20. A	

ANSWER KEY OF CYCLE 1

1. B	11. C	21. A
2. A	12. A	22. C
3. C	13. A	23. A
4. D	14. D	24. C
5. B	15. A	25. C
6. A	16. C	
7. C	17. A	
8. A	18. A	
9. C	19. B	
10. A	20. A	

ANSWER KEY OF CYCLE II

1. A	11. A	21. B
2. D	12. B	22. A
3. A	13. A	23. C
4. A	14. A	24. B
5. C	15. A	25. A
6. A	16. A	
7. B	17. A	
8. B	18. B	
9. A	19. B	
10. C	20. A	

APPENDIX VIII

The Students' Test Result in Pre-Test

NO.	Students' Initial Name	Pre-Test	Note
1.	AA	48	Failed
2.	ARD	64	Failed
3.	ARM	60	Failed
4.	DAS	24	Failed
5.	ENS	60	Failed
6.	FKP	56	Failed
7.	GS	56	Failed
8.	MAS	52	Failed
9.	MEN	60	Failed
10.	MS	64	Failed
11.	RAZ	48	Failed
12.	RDU	64	Failed
13.	SHR	56	Failed
14.	SU	68	Failed
15.	VRS	56	Failed
16.	WDY	60	Failed
17.	WR	56	Failed
18.	WS	48	Failed
19.	ZAD	60	Failed
20.	ZI	60	Failed
	Total (Σx)	1120	
	Mean (\bar{X})	56	

The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P1	Passed	-	0 %
P2	Failed	20	100 %
The Total		20	100 %

APPENDIX IX

The Students' Test Result in Post-Test I

NO.	Students' Initial Name	Post-Test I	Note
1.	AA	68	Failed
2.	ARD	88	Passed
3.	ARM	64	Failed
4.	DAS	80	Passed
5.	ENS	64	Failed
6.	FKP	72	Passed
7.	GS	76	Passed
8.	MAS	64	Failed
9.	MEN	68	Failed
10.	MS	68	Failed
11.	RAZ	60	Failed
12.	RDU	68	Failed
13.	SHR	72	Passed
14.	SU	72	Passed
15.	VRS	60	Failed
16.	WDY	72	Passed
17.	WR	60	Failed
18.	WS	64	Failed
19.	ZAD	68	Failed
20.	ZI	80	Passed
	Total (Σx)	1388	
	Mean (\bar{X})	69,4	

The Percentage of The Students' Score in Post-Test Cycle I

	Criteria	Total of Students	Percentage
P1	Passed	8	40 %

P2	Failed	12	60%
The Total		20	100 %

APPENDIX X

The Students' Test Result in Post-Test II

NO.	Students' Initial Name	Post-Test II	Note
1.	AA	80	Passed
2.	ARD	92	Passed
3.	ARM	72	Passed
4.	DAS	92	Passed
5.	ENS	92	Passed
6.	FKP	88	Passed
7.	GS	84	Passed
8.	MAS	92	Passed
9.	MEN	88	Passed
10.	MS	80	Passed
11.	RAZ	76	Passed
12.	RDU	92	Passed
13.	SHR	76	Passed
14.	SU	76	Passed
15.	VRS	76	Passed
16.	WDY	84	Passed
17.	WR	92	Passed
18.	WS	80	Passed
19.	ZAD	72	Passed
20.	ZI	88	Passed
	Total (Σx)	1672	
	Mean (\bar{X})	83,6	

The Percentage of The Students' Score in Post-Test Cycle II

	Criteria	Total of Students	Percentage
P1	Passed	20	100 %
P2	Failed	0	0 %
The Total		20	100 %

APPENDIX XI

DIARY NOTES

First Meeting (Monday, 26 October 2020)

In the first meeting, the researcher introduced himself and explained the purpose of his coming. The researcher made discussion with students. They could not translate English well of all because they did not have much vocabulary and knowledge of translation. To find the ability of students before the use of advertisement billboard applied, the researcher gave an pre test.

Second Meeting (Tuesday, 27 October 2020)

During the teaching and learning process, the students gave good response. When the teacher explained about lesson material of translation, all them paid attention and listened the teacher in front of the class. While the teacher asked them to give of example from translation some of them still confused. Moreover, when they were asked to do exercise, all of them were so spirit even though most of them seemed not serious because they often spoke to their friends.

Third Meeting (Monday, 2 November 2020)

The teacher gave the students post-test 1. In doing the test, some of them were uncertain to do the test, while the others looked so optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the questions, but they still exited in this meeting.

Fourth Meeting (Monday, 16 November 2020)

During the teaching and learning process, the students participated or gave good response. They more active asked about the lesson. They were looked so excited with the new topic that the teacher gave. They study with advertisement billboard with new picture.

Fifth Meeting (Monday, 23 November 2020)

To make students had translation skill, the teacher still using advertisement billboard with some pictures. And in post test 2 The students still optimistic to translate the advertisement billboard. Students can answer the test that is given by the teacher.

Sixth Meeting (Thursday, 30 November 2020)

In this last meeting, teacher reviewed the lesson include the entire topic which has

been discussed. Teacher done the reviewed of study so that the students could recalled what had been learnt before the test gave to them. Then, the teacher gave the translation skill test that consisted of 25 items for each students. They have only 45 minutes to do the test. They were very confident to answer the test by themselves. At the end, the researcher thanked to them for their attention during teaching learning process.

APPENDIX XII

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The Researcher as a teacher	• The teacher explains about translation	√			√
	• The teacher gave chance for students to ask about advertisement billboard	√		√	
	• The teacher observes students' activities and behavior while teaching learning process runs	√		√	
	• The teacher motivates students to show their best in translation	√		√	
Students	• Students listen and pay attention to the teacher explaining advertisement billboard	√		√	
	• Students deliver questions when the teacher gives them a chance	√		√	
	• Students ask the teacher about advertisement billboard	√			√
	• Some of students are still confuse and do not know what to do	√		√	
	• All of students come to follow the test	√		√	
	• Students use dictionary to help them find the difficult word	√	√	√	
	• All of students use dictionary when they are studying in the class	√	√	√	
			√		√

		√			√
	<ul style="list-style-type: none"> • Students give good response to the activities in the classroom • Students are interesting to the teacher instruction and explanation • Students always get out and get in during learning and teaching process • Students always play in the classroom 				
Situation	<ul style="list-style-type: none"> • The classroom is comfortable • The classroom is far from crowd • The classroom is noisy • The classroom has media suchas whiteboard, marker, duster. 	√		√	
		√		√	
		√		√	
		√		√	

APPENDIX XIII

QUESTIONNAIRE SHEET

Choose one of the following statements whether you (A) = 1, (B) = 2, and (C) =3 with these statements. Do answer honestly. Put a checklist (√) in appropriateanswer.

NO	STATEMENTS	CHOICES		
		A	B	C
1	Translating advertisement billboard make the translation learning process become easier for me			√
2	I can improve my translation skill by used advertisement billboard			√
3	Advertisemend billboard is exciting media for me		√	

4	Translation used advertisement billboard as a media can be a solution for me in facing difficulties of translation learning		√	
5	My friends and I always give comments and suggestion in order to improve our translation			√
6	I enjoy using advertisement billboard when doing learning process			√
7	I can also build up my social relationship in the team			√
8	Advertisement billboard is funny and easy to be understood for me			√
9	Advertisement billboard as a media class is not difficult to be practiced in the learning process	√		
10	In the team, I can do cross correction with my friends so that my translation skill will be better than before	√		

APPENDIX XIV

INTERVIEW SHEET

1) Interview between the researcher and the English teacher of class XI MR- 3.

Researcher : First, Thank you sir for give your time and give me chance to interview you.

So I can do my research. By the way sir, may I know your method in teaching translation students?

Teacher : I ask students to read the text and after that I ask them to mark the difficult word.

I ask the difficult word in the dictionary. Sometimes I ask them to translate the text in order to make them remember the words in English.

Researcher : Would you tell me the obstructions you face up in teaching translation to the students during this time mam?

Teacher : The students are lack of vocabulary. They are lazy to remember some words in English. They do not interest to study English. So they are lack in translation.

2) Interview between the researcher and the students held in the first meeting. It was done to know the students' problem in improving their vocabulary achievement

Researcher : What do you think about English?

ENS : I think English is interesting language. We can talk with foreign language when we go abroad.

DAS : English is difficult language.

WS : English is difficult to say. The written is different from the pronunciation

Researcher : So, how do you improve your translation during this time?

SU : By learning English book and read dictionary and memorize it.

3) Interview between the researcher and the students to obtain their opinion about improving students' translation achievement through advertisement billboard picture as a media. It was held in last meeting of second cycle.

Researcher : Do you to learn English through translating advertisement billboard?

RDU : I like to learn English translation through translating advertisement billboard. It is very nice.

ZI : I like to learn English through translating advertisement billboard, because it is easy to understand and we can translate the advertisement billboard around us

Researcher : What do you think of your vocabulary achievement after learning vocabulary through translating advertisement billboard?

WR : Translating advertisement billboard can improve my translation achievement

WS : In my opinion, my translation increase, mister, because I can memorize the vocabulary and I learn in grammatical.

APPENDIX XV

Students' Name and Initial

NO.	Names of The Students	The Initial of The Students
1.	ADE APRILIZA	AA
2.	ARDIANSA	ARD
3.	AFIF RAMADANSYAH MANIK	ARM
4.	DWIKI AIDIL SUBHAN	DAS
5.	ERSA NABILA SEPTIANI	ENS
6.	FELIA KARINA PUTRI	FKP
7.	GHAITSA SOFA	GS
8.	MHD. AGUNG SYAHPUTRA	MAS
9.	M. EIFEL NAZIB	MEN
10.	MALEM SYAHPITRI	MS
11.	RIZKI ADE ZULIANSA	RAZ
12.	RAFI DHIYA ULHAQ	RDU
13.	SYAHRANI	SHR
14.	SAIDA ULYA	SU
15.	VANIA RIZKA SIAHAAN	VRS

16.	WIDYA ROSA	WDY
17.	WAHYU RAMADHAN	WR
18.	WAHYU SHOLIHIN	WS
19.	ZAKI DHANUAFSHAR	ZAD
20.	ZULKHOIRIL IMAM	ZI

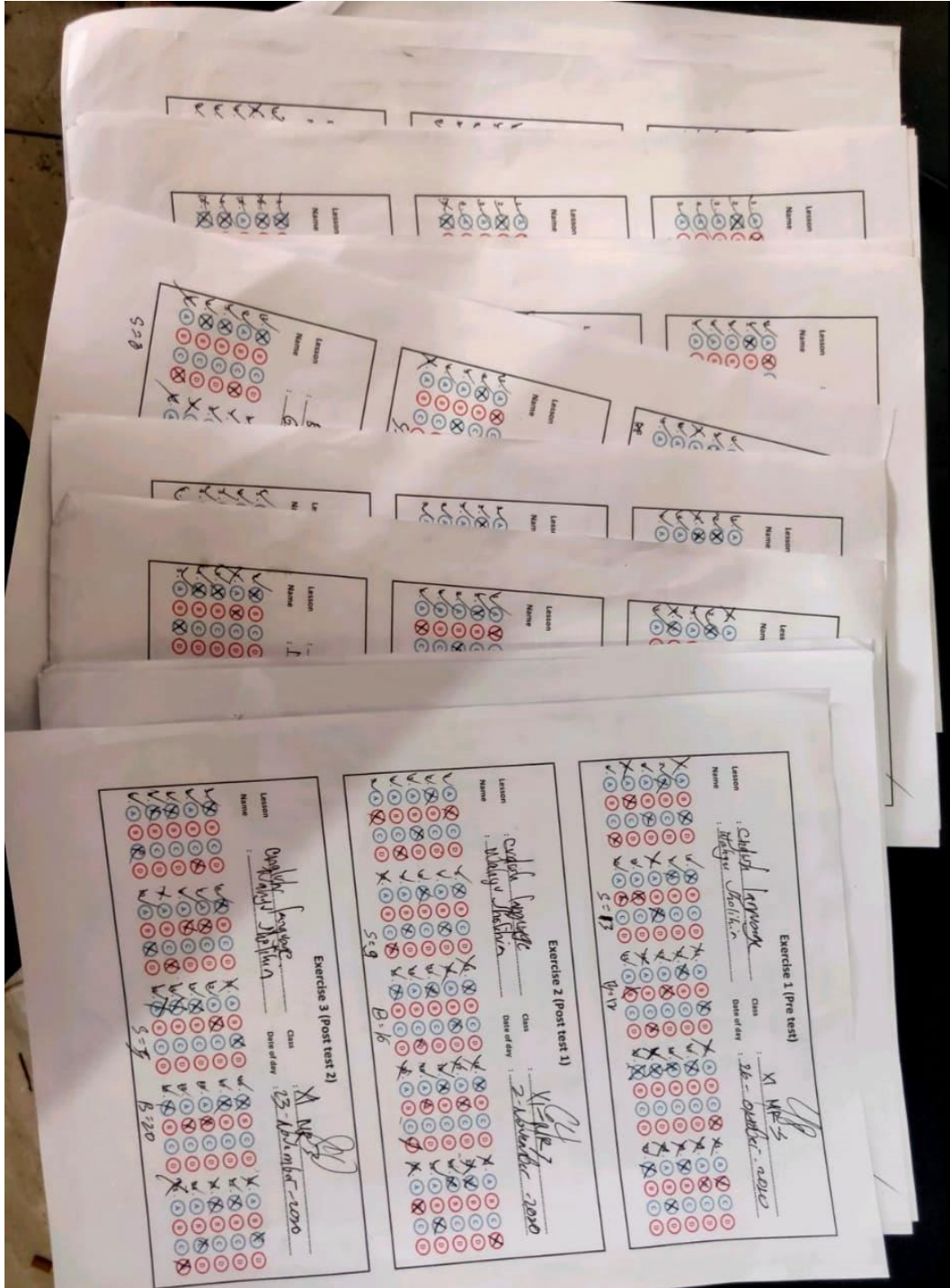
APPENDIX XVI

The Students' Attendance List

NO.	NAMES OF STUDENTS	MEETING					
		1	2	3	4	5	6
1.	ADE APRILIZA	√	√	√	√	√	√
2.	ARDIANSA	√	√	√	√	√	√
3.	AFIF RAMADHANSYAH MANIK	√	√	√	√	√	√
4.	DWIKI AIDIL SUBHAN	√	√	√	√	√	√
5.	ERSA NABILA SEPTIANI	√	√	√	√	√	√
6.	FELIA KARINA PUTRI	√	√	√	√	√	√
7.	GHAITSA SOFA	√	√	√	√	√	√
8.	MHD. AGUNG SYAHPUTRA	√	√	√	√	√	√
9.	M. EIFEL NAZIB	√	√	√	√	√	√
10.	MALEM SYAHPITRI	√	√	√	√	√	√
11.	RIZKI ADE ZULIANSA	√	√	√	√	√	√
12.	RAFI DHIYA ULHAQ	√	√	√	√	√	√
13.	SYAHRANI	√	√	√	√	√	√
14.	SAIDA ULYA	√	√	√	√	√	√
15.	VANIA RIZKI SIAHAAN	√	√	√	√	√	√
16.	WIDYA ROSA	√	√	√	√	√	√
17.	WAHYU RAMADHAN	√	√	√	√	√	√
18.	WAHYU SHOLIHIN	√	√	√	√	√	√
19.	ZAKI DANUAFSHAR	√	√	√	√	√	√
20.	ZULKHOIRIL IMAM	√	√	√	√	√	√

APPENDIX XVII

Students' Answer Sheet



APPENDIX XVIII



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13830/ITK.V.3/PP.00.9/10/2020

17 Desember
2020

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMK TRITECH MEDAN

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : **Ibnu Sina**
NIM : **0304163202**
Tempat/Tanggal Lahir : **Medan, 28 Juli 1997**
Program Studi : **Pendidikan Bahasa Inggris**
Semester : **IX (Sembilan)**
Alamat : **Jl sakura 3 gg tarigan no 4**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMK TRITECH MEDAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Use Of Advertisement Billboard As a Media To Improv The Students Translation Ability At SMK Trittech Medan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 17 Desember 2020
a.n. DEKAN
Ketua Program Studi
Pendidikan Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah
Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XIX



YAYASAN PENDIDIKAN TRIADI TEKNOLOGI
SMK TRITECH INFORMATIKA
SMK IT MODERN
Jl. Bhayangkara No. 484 Telp. (061) 6635991 (Hunting) Fax. (061)-6641576
E-mail : smktritech@tritech.sch.id Website : www.tritech.sch.id

Nomor : 422/647/SMK.TI.MI/XII/2020
Lamp : ---
Hal : Surat Keterangan

Medan, 15 Desember 2020

Kepada Yth :
Kementerian Agama Republik Indonesia
Universitas Islam Negeri Sumatera Utara
Fakultas Ilmu Tarbiyah dan Keguruan
Jl. Williem Iskandar Pasar. V
Medan

Dengan hormat,

Menindak lanjuti surat Nomor : B-13830/ITK/V.3/PP.00.9/10/2020 mengenai Kerja Praktek, maka kami sampaikan bahwa :

No	NIM	Nama	Prog. Studi
1	0304163202	Ibnu Sina	Pend. Bahasa Inggris

Dengan ini menerangkan bahwa nama yang tercantum diatas bahwa Benar telah menyelesaikan Riset.

Demikian hal ini kami sampaikan untuk dapat dipergunakan seperlunya.


Hormat Kami,
Kepala SMK Tritech Informatika,
HERISAL SINAMBELA, S.Pd.I

Tembusan :
1. YP. Triadi Teknologi
2. Yang Berkepentingan

Creative Generation Community

APPENDIX XX

Documentation



