



**IMPROVING THE STUDENTS' ABILITY IN TRANSLATION BY USING  
NEWMARK STRATEGIES AT ELEVENTH GRADE OF MAS  
TAHFIZHIL QUR'AN MEDAN**

**SKRIPSI**

*Submitted to Faculty of Tarbiyah and Teachers Training State Islamic  
University North Sumatera Medan as a Partial of the Requirements for the  
Degree of S-1 Program*

*By:*

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**NIM.34.14.3.105**

**FACULTY OF TARBIYAH AND TEACHERS TRAINING  
DEPARTMENT OF ENGLISH EDUCATION  
STATE ISLAMIC UNIVERSITY  
NORTH SUMATERA  
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**2018**



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**SURAT PENGESAHAN**

Skripsi yang berjudul : “**Improving The Students’ Ability in Translation by Using Newmark Strategies at Eleventh Grade of MAS Tahfizhil Qur’an Medan**” oleh **Siti Maryam**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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**25 Shawwal 1439 H**

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Assalamu 'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa An.Nurhalimah Matodang yang berjudul: **"Improving The Students' Ability in Translation Newmark Strategies at Eleventh Grade of MAS Tahfizhil Qur'an Medan"**, maka kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk di munaqosyahkan pada sidang Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan. Demikian kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalam

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## PERTANYATAAN KEASLIAN THESIS

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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang membuat pernyataan



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## ABSTRACT

### **SITI MARYAM. 34.14.3.105 IMPROVING THE STUDENTS' ABILITY IN TRANSLATION BY USING NEWMARK STRATEGIES AT ELEVENTH GRADE OF MAS TAHFIZHIL QUR'AN MEDAN.**

Thesis, Medan: Department of English Education, Faculty Of Tarbiyah Science and Teachers Training, State Islamic University Of North Sumatera, Medan 2018.

Keywords : *Translation, Newmark Strategies (Naturalization, Transposition, and Modulation), Descriptive Text.*

This research was intended to find out the improving of Newmark strategies on students' achievement translating descriptive text. This research used Classroom Action Research. The population of this research was the eleventh students of MAS Tahfizhil Qur'an Medan with 34 students as samples. The data analysis is apply by use quantitative and qualitative data. Based on the result of the quantitative data, the percentage of the students who got the score 75 and more in the pre-test was 35,29%, in the post-test I was 58,82%, and in the post-test II was 100%. The improvement of the component students' percentage from the pre-test to post-test I was 23,53% from post-test I to post-test II was 41,18%, and from the pre-test to post-test II was 64,71%. It indicated that the improvement of the students' achievement translating English text was significant. So, it means that teaching translating achievement in descriptive text by using Newmark strategies has more significant effect than teaching translating descriptive text without using Newmark strategy. Newmark strategies could the students became more enthusiastic, attractive, and effective when teacher taught the lesson. Newmark strategies also motivate students to involve in language learning, could help students engage in teaching learning process.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the writer would like to express deepest gratitude to Allah SWT, uncountable blessing, loves, opportunity and strenght given to the writer during her study and in completing this thesis which entitled: Improving The Students' Ability in Translation Newmark Strategies at Eleventh Grade of MAS Tahfizhil Qur'an Medan. This thesis is aimed to fulfill one of the requirments for the degree of Sarjana Pendidikan of the English Department, Faculty of Tarbiyah, State Islamic University of North Sumatera (UINSU).

In completing this thesis , the writer realized that she face some problems and she had received the academic guidance, suggestion and comment and got alot of assista nce and moral support from many people. Therefore, the writer would like would like to express her gratitude and special thanks to:

1. Prof. Dr. Saidurrahman, M.Ag., the Rector of State Islamic University of North Sumatera.
2. Dr. Amiruddin Siahaan,M.Pd., the Dean of Faculty of Tarbiyah and Teachers Training , State Islamic University Of North Sumatera.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum., the Head of English Department.
4. Maryati Salmiah, S.Pd.,M.Hum., the Secretary of English Department.
5. Dr. Hj. Tien Rafida, S.Ag.,M.Hum., and Utami Dewi, S.Pd.,M.Hum., Writer's Thesis Advisors, who have given their advices, and spent their precious time in the process of completing this thesis.



6. All the Lecturer of English Department who has thought, guided, and advised, her throughout the academic years.
7. Charles Rangkuti M.Pd.I, the Headmaster of MAS Tahfizhil Quran-Medan, for her permission and oportunities in allowing the writer to do the research.
8. Eva Solina Siregar S.Pd.I, the English Teacher of MAS Tahfizhil Quran-Medan, for the guidance and suggestion in the process of completing this thesis.
9. Beloved parents, Aspan Effendi and Ramlah, who have patiently given moral, love, their prayer, advices and financial support and lovely brothers Harun Ar-Rasyid, Hamdan, Taufik Hidayat, Amaluddin, and lovely sisters Ifahannum, Siti Hajarah, Darmina, Darmisyah, Nur Hanimah for endless love, pray, inspiration, motivation, and everything.
10. Writers loyal supporter, Latifah Nur, Rizka Rahma Fajri S, Sunita Sari, Nikmah Khairani, who gives his mental power, love, spirit, and pray.

The writer realised that this thesis still has the paucity, she conveniently welcomes any suggestions, comments, critics, and advices that will improve the quality of this thesis. She hopes that this thesis would be useful for those who are read and interested in the field of this study.

Medan, 28<sup>th</sup> June 2018

The Writer,



**Siti Maryam**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Translation is an art to transfer the message of the source text in the target language by the use of translation theories. The theory of translation has been taught in translation class since many years before. However, learning the theory of translation without translation practices will be useless. Students need to apply those theories translating different kinds of texts, and one example of those theories is the use of translation strategies in translating text. To translate a text accurately, translators need to use different translation strategies. Students can't understand correctly the translation that he made because it is not appropriate or not equivalent to the previous sentence with the sentence after so that there is an ambiguous sentence. Students do not know the direction and purpose of the sentence because they can't choose the right translation strategy.

Translation is not just a process of translating word by word (literal translation), but translation is an activity to replace the whole message of source language in the target language. A text can be mistranslated if a translator uses only a kind of translation strategy to help him in translating a text. Therefore, a translator needs to understand the use of different translation strategies to help the work of translation. In fact, the students use literal strategy is the only translation strategy used to translate the source text. It means students only use one strategy in translating the text, but it should be borne in mind that not all kinds of text can be translated by the use of this strategy. The use of translation strategy in

translating the text ruined the real message of the source language. To translate the text, the students should use more than one strategy to get good translation product.

Strategies are used when structural and conceptual elements of the source language (SL) can be transposed to target language (TL). Translation of the text is not easy. The teachers should have knowledge about strategy. Strategy is the real action that is very important to support learning process. Teaching by using the strategy can make the teacher easier to teach the students and to achieve the aims of material and also it can make process of translation the text will run effectively. One of the strategies is Newmark strategies. Newmark strategies there are fifteen strategies; transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, componential analysis, through-translation, modulation, synonymy, recognized translation, compensation, paraphrase, couplets, shift or transposition, notes, etc. But, researcher limit this Newmark strategies to three strategies are naturalization, modulation, and transposition because need a long time to explain about fifteen Newmark strategies and students can't be able to understand all of Newmark strategies.

English teachers who teaches translating the text should applied various Newmark strategies in teaching learning process, so the students will be able to translating well or the ability in translating will be better. Various Newmark strategies applied by teacher will create a better learning climate and it will make the student to be interested and motivated to develop their ability in translating text. But in fact, teacher often use unattractive and boring strategies so students do not have a high interest in translating, especially in translating a long text. So,

students still mistranslated the text and students products of the translation text has not appropriate of the source language to target language or not accurate. It is important for teachers to apply appropriate Newmark strategies so as to attract students' interest in translation the text.

However, there are still limited examples of translation Newmark strategies. This inflicts students understanding in applying translation strategies in translating text. So researcher hope, practically students will uses one, two, or three translation Newmark strategies in translating a text. Newmark described translation strategies as “ you can describe them as two or more bites at one cherry”. The purpose of translation Newmark strategies is procedure contextual meaning appropriately, till aspect term acceptability and content can be able to understanding directly by reader. Based on the explanation above, the researcher is interest to conduct a research entitled **”Improving The Student’s Ability in Translation by Using Newmark Strategies of Eleven Grade at MAS Tahfizhil Qur’an Medan”**.

## **B. Statement of the Problems**

The problems of this research are follows:

1. The students use literal strategy is the only translation strategy used to translate the source text.
2. Students can't understand correctly the translation that he made because it is not appropriate or not equivalent to the previous sentence with the sentence after so that there is an ambiguous sentence.
3. Teacher often use unattractive and boring strategies so students do not have a high interest in translating, especially in translating a long text.



4. Students do not have a high interest in translating, especially in translating a long text. So, students still mistranslated the text and students products of the translation text has not appropriate of the source language to target language or not accurate.

### **C. Research Questions**

Research questions, as follow:

1. How is the use of translation Newmark strategies in improving the student's ability in translation of Eleven Grade at MAS Tahfizhil Qur'an Medan?
2. How is the improvement of student's ability in translation by using Newmark strategies of Eleven Grade at MAS Tahfizhil Qur'an Medan?

### **D. Purposes of the Study**

The purposes of study are as follows:

1. To find out the use of translation Newmark strategies in improving the student's ability in translation of Eleventh Grade at MAS Tahfizhil Qur'an Medan.
2. To improvement of the students' ability in translation by using Newmark strategies of Eleventh Grade at MAS Tahfizhil Qur'an Medan.

### **E. Significances of the Study**

The result of this researcher is expected to be significances for:

1. The English teacher, as a guide in choosing and using the suitable strategy in improving the student's ability in translation text.
2. The students, to help them in improving their translating text of the source language to target language and they will be good translator in translating the text.
3. Other researchers, it helps the next researcher getting prior information for further relevant of study.

#### **F. Limitations of Research**

Based on statement of the problems above, this research will conducting to improving the student's translating English text into Indonesian text by using Newmark strategies of Eleventh Grade at MAS Tahfizhil Qur'an Medan. Researcher limit this Newmark strategies to three strategies are naturalization, modulation, and transposition because need a long time to explain about fifteen Newmark strategies and students can't be able to understand all of Newmark strategies.

## CHAPTER II

### LITERATURE REVIEW

This study focuses on the implementation of Newmark strategies in improving student's ability in translating text. This chapter, discuss some relevant theories related to the study as they used to strengthen the framework of the study. Those are divided into theoretical review and conceptual framework. In theoretical review, the researcher discusses some relevant theories. In the conceptual framework, the research relates the theory to the study.

#### **A. Review of Literature**

##### **A.1. Definition of Ability**

Definition of ability is possession of the means or the skill to do something. Ability is talent, skill, or proficiency in a particular area. Education is important for every child, influenced and influential on the environment. The most important environment is the family. How parents, especially mothers, guide their children to be ready to face life in the present and the future. This is where life skills of a child must be guided and directed not to deviate from the norms in religious accordance with the Qur'an to be able to produce a generation of young people who believe, creative, innovative, and responsible.

Allah said in the Holy Qur'an in surah An-Nisa' in the 9th verse. It says:

وَلِيَخْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا  
اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

Meaning: “ *And let those fear (in their behaviour toward orphans) who if they left behind them weak off spring would be afraid for them. So, let them mind their duty to Allah, and speak justly*”.<sup>1</sup>

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.<sup>2</sup> Ability has connected term to intelligence. According to W.S Winkel intelligence has two meaning in her sighting, they are:

- a) Broaden meaning: intelligence is ability to get the goal where thinking is as an important point in that process. The goal can be received in some fields of learning in cases in life. For instance social life, technical things, merchandising, role at home, and study at school.
- b) Limited meaning: intelligence is also called academic ability. It is ability to get the goal instructional at school, where thinking as the main point in that process.

Science is the result of a study experience by through research and experiment that finally take a hypothesis and then determine a deductive and

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<sup>1</sup> Departemen Agama RI, (2015), *Al-Qur'an dan Terjemahannya*, Bandung: CV. Penerbit J-ART, p.79

<sup>2</sup>Wasry, Soemanto, (1983), *Psikologi Pendidikan*, Malang: Rieneka Cipta.p.256

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.<sup>3</sup>

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 potential, knowledge, 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, e.t.c. 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 desparately need the ability to translate the language a person uses from either the source language to the target language in translation. The key skills of the translator are the ability to understand the source language and the culture of the country where the text originated, then using a good library of dictionaries and reference materials, to render that material clearly and accurately into the target language.

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<sup>3</sup> Syfaruddin, (2014), *Ilmu Pendidikan Islam Melejitkan Potensi Budaya Umat*, Jakarta: Hijra Pustaka Utama, p.25

## A.2. Definition of Translation

In general, translation was changing a text from one language into another without changing the meaning or the idea that occur in the source language. The Meriam Webster dictionary, translation is consist of changing from one state or form to another, to turn into one's own or another's language. Translation is a means of interlingual communication. The structure of the translation should follow that of original text: there should be no change in the sequence of narration or in the arrangement of the segment of the text. The aim is maximum parallelism of structure which would make it possible to relate each segment of the translation to the respective part of the original.

According to Chang ling- Hao this triple principle of translation advocated by Yan Fu and many other Chinese theorists was not meant to be a key to translation theory or to translation practice. The three principles of faithfulness, expressiveness, and elegance should be understood not as competitive but as additive factors, first faithful equivalence in meaning, second, expressive clarity of form, and third, attractive elegance that makes a text a pleasure to read. In translation programs student learn a great deal about foreign languages, but they usually do not learn how to use such language in communication. As a result they waste a good deal of time in courses that are poorly organized for both language learning and for translating. In fact, relatively few students entering programs in translating have the necessary language competence to begin translating. This is not student fault, but the fault of this educational system.<sup>4</sup>

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<sup>4</sup>A. Widyamartaya, (2015), *Seni Menerjemahkan*, Yogyakarta: Pustaka Pelajar.p.33

According to Catford “*The replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language).*”<sup>5</sup> It means translation is the replacement of language text, the language resources appropriate to the target language. The textual can be the words, phrases, sentences, language style, and the grammatical structure that can be replace the source text, so the target reader can understand.

According Nida and Taber “*Translation is a rewriting of the message contained in the source language into the target language to find similarities*”.<sup>6</sup> 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. 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.

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<sup>5</sup>Catford, J.C. (2005). *Translation Shift*, in L. Venuti (ed.) *The Translation Studies Reader*. London and New York: Rotledge, p. 20

<sup>6</sup>Nida, E.A. & Taber, (1969), *The Theory and Practice of Translation* Leiden. E.J.Brill, p.12

According to Larson, *translation is basically a change of form.*<sup>7</sup> In translation the form of the source language is replaced by the form of the receptor (target language). He also mentioned that translation consist of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and the reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. In Larson's point of view, anything which can be said in one language can be said in another. It is possible translate. The goal of the translator is to keep the meaning constant.

According to Brislin, *translating is a remove strategy of ideas and thought from the source language to the other language in written or orally.*<sup>8</sup> It meant translation is a general term referring to the transfer of the thoughts and ideas from one language to another language in written or oral form, whether the languages have established orthographies or not; or whether one or both language is based on signs, as with signs of the deaf. According to Wolfram Wills proposed the definition of translation as follow: *'translation is a transfer process which aims at the transformation of a written source text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic, understanding and analytical processing of the SL.'*<sup>9</sup>

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<sup>7</sup> Larson Milred, L.(1984). *Meaning-Based Translation: A guide to Cross-Language Equivalence*, New York: Univ. Press, p. 7

<sup>8</sup> Brislin , RW. (ed). (1976). *Translation: Application and Research*. New York: Gardner Press, p. 5

<sup>9</sup> Wills, (1996), *Knowledge and Skills in Translator Behavior*, Amsterdam: John Benjamins.p.10



Based on this definition the translator should understand the syntactic, semantic, pragmatic, and analytical processing of the source language to look for the most equivalent words for the source text. It means, translation according to Wills is not merely translating text, but also transferring, transforming, simulating, imitating, and replacing the source text into the target text. In this chapter, researcher means that is rendering the meaning of a text into another language in the way that the author intended the text, according to Newmark theory.

Translation theory is not a theory and not a science just a collection of knowledge that we have to master and we need to learn continually. Translation theorists and practitioners have forever been always argued that translation is either an art or science or even just a craft. Thus, translation theory tries giving a little knowledge to relation between opinion, meaning, language, and all its aspect.

Translating simply the act of transferring the meaning, the meaning of a text from one language into another or does it depend on some theory of similarity and contrasts between languages. In order to analyze and to direct such an activity, a number of specialists in translating have elaborate on numerous theories; linguistic, sociolinguistic, communicative, free, literal, hermeneutic, semiotic, relevant, Marxist, transformational, and even gender-to mention only a few.

It is words arranged in sentences, and sentences arranged in larger structures, in a non-arbitrary way according to the conventions of language, with the purpose of communicating something in particular. A speech actor, which in this case is a translator, constructs this text with a purpose. The translator is referencing another text and aiming to produce something perceived to be

equivalent to the original text in some significant way. A translation is a text derived from another text in another language, exhibiting qualities of equivalence to that source text, such that the drive text can be taken as a substitute for the original text.

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 possible an exchange of information between the users of different languages by producing in the target language (TL) a text which has an identical communicative value with the source text (ST). This target text (TT) is not fully identical with source text as to its form or context due to the limitations imposed by the formal and semantic differences between the source language (SL) and target language (TL).

Nevertheless the users of TT identify it, to all intents and purposes, with ST functionally, structurally, semantically. The functional identification is revealed in the fact that the users or the translation receptors (TR) handle TT in such a way as if it were ST, a creation of the source text author. 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.<sup>10</sup>

### **A.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

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<sup>10</sup> Farida, Refelita Waty Kembaren, (2016), *Translation I*, Medan: State Islamic of North Sumatera. p.3-4

in his article “ *On Linguistic Aspects of Translation*” differentiates three kinds of translation. They are intra lingual, inter lingual, inter semiotic. <sup>11</sup>

### 1) 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 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.

### 2) 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.

### 3) Inter semiotic Translation

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<sup>11</sup>Emzir, (2015), *Teori dan Pengajaran Terjemahan*, Jakarta: PT Garuda Grafindo Persada p. 4

Inter semiotic translation, is the translation of the verbal sign into a non-verbal sign. 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.<sup>12</sup>

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.

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<sup>12</sup> Savory, Theodore. 1969. The art of Tanslation, London: Jonathan cape,p.20-24

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.

c) 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).

d) 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.

#### **A.4. TQA (Translation Quality Assessment)**

The American society for quality defines quality as a “ subjective term for which each person has his or her own definition.” This is not very helpful, but when we look elsewhere, it indeed seems to be the case. In Zen in and the Art of Motorcycle Maintenance, quality is defined as a “ cleavage term between hip and square”. Other definitions include “ pride of workmanship”, fitness for use”, and “ conformance to specifications.” So how do we assess quality in translation? The end user reads a translation and not the original document is written. Obviously, such a person is unable to independently assess the quality of the translation because even the translated text read beautifully, it could say something completely different than the original. He or she must rely on assurances that the translation was done by a qualified translators and that proper procedures were followed. Such assurances can be offered within a regulatory framework. Typically, regulation is achieved through a combination of standards and certification processes.

##### **a. The original house model of translation quality assessment 1977**

The original house model of translation quality assessment based on theories of language use. It was designed to provide an analysis of the linguistic-discourse as well as the situational-cultural particularities of originals and translated texts, a principled comparison of the two texts and an evaluation of their relative match. The model is an eclectic one and is based on pragmatic theory. Hallidayan systemic-functional linguistics, notions developed in the framework of the prague school of language and linguistics, register theory, stylistics, and discourse analysis. The notion of equivalence is also related to the

preservation of ‘meaning’ across two different lingua-cultures. Three aspects, a pragmatic aspect and a textual aspect, in establishing the function of an individual text we need to come up with a kind of ‘textual profile’. This profile will be the outcome of a detailed and systematic linguistic-pragmatic analysis of the text in its context of situation. The phrase ‘context of situation’ is critical here and needs further elaboration. Context originally means literary ‘con-text’, i.e. that which is ‘with the text’. And what is ‘with the text’ naturally goes beyond what is said and written: it includes the situations as the context in which a text unfolds and which must be taken into account for the text’s interpretation.

The notion of ‘context of situation’ was introduced by the anthropologist Bronislaw Malinowski, who in trying to solve his difficulties with translating texts from a culture (the culture of the Trobriand Island) very different from any Western culture, first suggested the necessity of a concept of text ‘in its living environment’, i.e. the environment enveloping the text, which is essential for any deeper understanding and for interpreting it. While ‘context of situation’ refers to the immediate environment of a text, we also need the notion of ‘context of culture’, which refers to the larger culture, background to be taken into account in the interpretation of meaning. These ideas were taken up by John Rupert Firth, who integrated them into his own linguistic theory, in particular into his view of meaning as a function of context. Firth set up a framework for describing the participants, the effects of the action and other relevant features of the situation. Firth’s pioneering work inspired different concepts for describing the context of situation. One of the most known and influential ones is Dell Hymes’ conception of the ‘ethnography of communication’. Hymes considers the following factors

for describing a text's embeddedness in the context of situation: the form and content of the message, the setting the participants, the intent and effect of the communication, the key, the medium, the genre and the norms of interaction. The most important idea here is that 'context of situation' and text should not be viewed as two separate entities.

b. This part demonstration the revised 1997

This part demonstrates the revised 1997 model of translation quality assessment by presenting a model analysis of an original text and its covert translation. For easy reference in the presentation of the analysis, paragraphs are numbered sequentially.<sup>13</sup>

c. Translation quality instrument

Based on the research done by Mangatur Nababan, ardiana Nuraeni, and Sumardiono in 2012, they proposed a model of translation quality instrument (TQA) for English into Indonesia translation. He found that the model of TQA produced assesses the quality of translation holistically, the model is applicable for assessing the quality of translation within the contexts of translation research and teaching and of professional settings, the model opens opportunities for raters to assess various units of translation, ranging from micro to macro levels, and the effectiveness of the assessors or raters in applying it in various settings. Prior to its application, those engaged in every translation quality assessment should read and understand all relevant information and procedures of how it should be employed. According Nababan, a high quality translation should have three aspects, accuracy, acceptability, and readability.

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<sup>13</sup> Farida, Repelita Waty Kembaren, (2016), *My Translation My Advanture*, Medan: The State Islamic University North Sumatera, p.40-42



### 1. Accuracy

The accuracy of a text refers to whether the source text and the target text is in corresponding or not. Corresponding here means the same message is contained in both text (source and target text). A text is called as a translation product when it has the same message with the translation product.

### 2. Acceptability

The acceptability of a text refers to whether the translation product has been conveyed with good grammatical structures of the target language or not. Even though the message of a text is accurate, the target readers will have difficulty to read the translation product if the grammatical structures used are not suitable to the target language. For example: "how are you john? Talked by a grandchild to his grandfather will not appropriate to be translate into Indonesia as " Apa kabar John? Because it's not polite to call your grandfather without honorifics, so " Apa kabar kakek?" will be better. Then, according Nababan one parameter of acceptability is whether a translation has been conveyed by using appropriate grammatical structures of the target language. The other example is a translation of research abstract will be banned by target readers if it is translated by using slang, and other example is the translation of literary works (novel, subtitle, and poem) will not be acceptability if translated by using formal language.

### 3. Readability

A translator needs to understand the concept of readability of the source text and the target text. Larson stated that readability text is aimed to know the scale of readability of a text due to whether the text is easy to be understood by

the target reader or not. A high readability text is easier to be understood because a low readability text is difficult to read. The readability consist of diction, sentence construction, paragraph organization, and grammatical elements, size of type, punctuation, spelling, spaces between lines, and size of margin. The readability test is done by asking a reader to read the text loudly. In the same time, the rater asses where the reader feels confused. If he stops reading and read the sentence, then the rater should note that there is a problem in readability. Sometimes the reader stops and wonders what happen to the sentences. To assess the translation quality of a text, Nababan and friends proposed a model translation quality instrument: Each instrument has their scales from 1 to 3 the better the quality, the higher the score will be given.

**Table A.4**

**Transation Quality Assesement**

<b>Category Translation</b>	<b>Score</b>	<b>Qualitative Parameters</b>
Accurate	3	The meaning of the word, technical term, phrase, clause, sentence or source text, diverted on accuracy to target text, at all not occur distornation of meaning.
Less Accurate	2	Most of the meaning of the word, technical term, phrase, clause, sentence, or source text diverted accurately into target language, but there is distornation of meaning or translation of double meaning or any meaning is deleted which disturb the integrity of the message.
Not Accurate	1	The meaning of the word, technical term, phrase, clause, sentence of source text diverted not accurately into target language or deleted.

### Translation Quality Acceptability

Category Translation	Score	Qualitative Parameters
Acceptable	3	Translation feels natural: technical term used common and familiar for reader: phrase, clause, and sentence used in accordance with the rules of the Indonesian language.
Less Acceptable	2	Generally, translation feels natural but there is little problem with the use of technical term or a little grammatical error occurred.
Not Acceptable	1	Translation unnatural, or feel like works of translation; technical term used not common or unfamiliar for reader; phrase, clause and sentence used not accordance with the rules of the Indonesian language.

### Translation Quality Readability

Category Translation	Score	Qualitative Parameters
High Readability	3	Word, technical term, phrase, clause, sentence, or translation text can be understood easily for reader.
Medium Readability	2	Generally, translation can be understood for reader, but there are certain parts that should be read more than once to understand the translation.
Low Readability	1	Translation is difficult to understood for reader. <sup>14</sup>

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<sup>14</sup> Ibid, p. 60-63

### A.5. Definition of Strategy

Some people equate the meaning of the word strategy with techniques or methods, and ways. The word strategy is often interpreted with techniques or methods. Mc Donal defined strategy as: The art of carrying out a plan skillfully. Seels and Richey, give the definition of strategy as: Instructional strategies are specifications for selecting and sequencing events and activities within a lesson.<sup>15</sup> Language learning is conditioned by the way in which the mind observes, organizes and stores information. If we wish to improve the techniques, methods, and content of language teaching must try and base what do in the classroom on sound principles of learning.<sup>16</sup>

If defined broadly, strategies may include, among other things: methods, approaches, selection of resources (including instrument used in learning), grouping of audiences or learners and measuring their successes.<sup>17</sup>

Allah said in the Holy Qur'an in surah An-Nahl in the 125<sup>th</sup> verse. It says:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ  
 أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ  
 بِالْمُهْتَدِينَ ﴿١٢٥﴾

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<sup>15</sup>Haidir and Salim, (2012), *Strategi Pembelajaran Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif*, Medan: IKAPI, p.99

<sup>16</sup> Ernita Daulay, dkk, (2014), *A Learning Centered Approach English Specific Purpose*, Medan: Naila Pustaka, p. 64

<sup>17</sup> Ibid, p.100

Meaning:” *Invite (all) to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord knoweth best, who have strayed from His Path, and who receive guidance*”.<sup>18</sup>

J. R. David states that learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal.<sup>19</sup> According to Kozna, learning strategy can be defined as the actify specific learning objectives.<sup>20</sup> Definition strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Suryawinata and Harianto described translation strategies as a way used by translators in translating words, phrases, or sentences. This definition gives information that translation strategy is used for particular task. Suryawinata and Hariyanto wrote that in translation studies translation strategies is called as translation procedures.<sup>21</sup>

According to the Macquarie Dictionary, ‘a procedure is the act or manner of proceeding in any action or process’. Procedure and method are different each other. So, researcher depend translation strategies concerns with the whole text, while procedure concerns with sentences, words, and phrases. Translation procedures are technical devices used to transfer the meaning of a text in one language into a text in another language. They involve essentially adding

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<sup>18</sup>Iwan Purwanto, dkk, (2011), *Al-Qur'an Tiga Bahasa*, Depok:Al-Huda, p.525

<sup>19</sup>Nunuk Suryani and Leo Agung, (2012), *Strategi Belajar Mengajar*, Yogyakarta: Penerbit Ombak, p. 2.

<sup>20</sup>Hamzah B. Uno, (2007), *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: Bumi Aksara, p. 1.

<sup>21</sup>Suryawinata, Zuchridin, (2003), *Translation (Bahasa Teori & Penuntun Praktis Menerjemahkan)*, Yogyakarta: Kanisius, p. 67

structural or lexical elements to those present in the SL or subtracting for them; eliminating elements that are obligatory in the SL but unnecessary in the TL or with no counterpart there, and where disparity between two media goes beyond language pattern, adapting the content of the message so that the TL text will come as close as possible to the intent of the SL text to create a similar impact.

Main problem of translation strategy, in translating a text, students often use only one translation strategies as follow:

Source text: *No introduction to Translation Studies could be complete without consideration of the discipline in an historical perspective, but the scope of such an enterprise is far too vast to be covered adequately in a single book, let alone in a single chapter.*

Target text: *Tidak ada pengenalan terhadap pelajaran terjemahan menjadi sempurna tanpa pertimbangan terhadap disiplin dalam perspektif sejarah, tetapi bidang seperti sebuah perusahaan jauh lebih luas untuk cukup tertutup dalam sebuah buku, memisalkan kesendirian, dalam sebuah bagian tunggal.*

In the text above, literal strategy is the only translation strategy used to translate the source text. It means students only use one strategy in translating the text, but it should be borne in mind that not all kinds of text can be translated by the use of this strategy. The use of translation strategy in translating the text above ruined the real message of the source language. For example, in the text above, student translated:

Source text: *But the scope of such an enterprise is far too vast to be covered adequately in a single book.*

Target text: *Tetapi bidang seperti sebuah perusahaan jauh lebih luas untuk cukup tertutup dalam sebuah buku.*

The word “*an enterprise*” is translated into “*sebuah perusahaan*” that literally in English means “*a company*” or “*an institution*”. It proves that students used literal meaning for the phrase “*an enterprise*”. The result is the student mistranslating the text and ruining the real meaning of the source text. It also happens to the other words, for instance; the student translated the word “*far*” to be “*jauh*” literally, and “*to be covered adequately*” into “*untuk cukup tertutup*” literally. The phrase “*far to be covered adequately*” is not general to be understood by the target readers if it translated to be “*tertutup*” that in English it means “*close*”, so instead of translating the text literally, the student should translate the text generally. To translate the text above, a translator should use more than one strategy to get good translation product, for example:

Source text: *But the scope of such enterprise is far to be covered adequately in a single book.*

Target text: *Namun, pembahasan mengenai hal tersebut tidak cukup dibahas hanya dalam sebuah buku.*

In the text above, the translator used literal strategy in translating the word “*but*” to be “*namun*”, then translator used modulation strategy in translating the phrase “*the scope of such enterprise*” to be “*pembahasan*” by shifting “*bidang (scope) perusahaan (enterprise)*” into “*pembahasan*”. Then, the translator translated the phrase “*far to be covered adequately*” into “*tidak cukup dibahas*” by using general translation strategy to change the word “*covered (ditutup)*” into more general in the target language “*dibahas*” and translator translated the phrase

in ‘*a single book*’ into ‘*hanya dalam sebuah buku*’. The translator used addition strategy by adding the word ‘*hanya*’. In total, there are four translation strategies should be used to make the target readers’ understanding about this text, those are; literal strategy, modulation, general strategy, and addition.

A translator practically uses one, two, three, or four translation strategies in translating a text. Newmark described translation strategies as ‘‘ you can describe them as two or more bites at one cherry’’. If translator only uses one kind of translation strategy, it is called as single strategy if a translator uses two translation strategies in translating a text, it is called as couplet strategy and if a translator uses four strategies at once, it is called as quadruplet.

Translation is not just a process of translating word by word (literal translation), but translation is an activity to replace the whole message of source language in the target language. A text can be mistranslated if a translator uses only a kind of translation strategy to help him in translating a text. Therefore, a translator needs to understand the use of different translation strategies to help the work of translation. In this case, researcher choose Newmark strategies.

#### **A.6. Types of Newmark Strategies**

Newmark mention the difference between translation methods and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. In order to clarify the distinction between procedure and strategy, the forth coming section is allotted to discussing the procedures of translating culture specific terms, and strategies for rendering allusions will be explained in detail.



According to Newmark translation strategies divided two; semantic translation and communicative translation. Newmark states that semantic translations are used to translate authoritative texts or expressive texts, the texts whose contents and styles, ideas and words, and structures are equally important. These types of texts include literary texts, other beautifully written and fine texts, or even texts deliberately written in poor language. The important thing is that this text is written by a writer who has a high status or is written to pour emotions or feelings. Usually semantic translations remain within the source culture sphere, but the translator can give a little concession to the target reader by simply changing meaning that is not so important if it can indeed help the reader to read the target text. While communicative translations are suitable for most non-literary texts.<sup>22</sup>

Semantic translation were unfaithful and inaccurate translation isn't allowed is an art that is translated by only one person. On account of absence of cognitive meaning and pragmatic meaning, semantic translation is far from the original. By contrast, communicative translation is a technique which is translated by several people. Considering the effect and simplicity that make up the inadequacy of meaning, communicative meaning is better than original because of embroidery.<sup>23</sup> Semantic translation is the translation from a source text with an absolute meaning in the parts of bases of syntaxes and semantic source text meaning. Semantic translation results by having source message considered exactly what the author wanted to say. Semantic translation is personal and

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<sup>22</sup>Ibid, 53

<sup>23</sup>Liu Fangling, (2017), *A Comparative Study of Nida and Newmark's Translation Theories*, in *International Journal of Liberal Art and Socia Science*, Vol. 05, No.8

individual, follows the thought processes of the author, tends to over-translate, pursues nuances of meaning, yet aims at concision in order to reproduce pragmatic impact.<sup>24</sup> Communicative translation is the translation that results the same impression among readers of source and target language.<sup>25</sup>

**Table A.5.1**

**Semantic translation and communicative translation**

Semantic Translation	Communicative Translation
1. Sided with the original author	1. Sided reader of the target language
2. give priority to the process of thinking the author of the SL	2. Prioritizing the author of the SL
3. concerned the author of the SL as an individual	3. Concerned to reader of the TL and cultural content of the SL.
4. Oriented to the semantic and syntactic structure of the SL. As far as possible maintaining the length of the sentence, the position of the sentence, clause, and word.	4. Oriented of the effect text to the reader on the TL. the formal characteristics of the SL can easily be sacrificed
5. Faithful to the original author SL, more naturalization.	5. Faithful to the reader of the TL, more supple
6. Informative	6. Effective
7. Usually more rigid, more detailed, complex, but shorter than the SL	7. Easier to read, attractive, pure simpler, clearer, longer than the SL
8. Private	8. General
9. Bond to the SL	9. Bond to the TL
10. More specific than the original	10. Using more words common

<sup>24</sup>Newmark, (1988), *A Textbook of Translation*, China: Prentice Hal International, p.41

<sup>25</sup>Farida, Repelita Waty Kembaren, Op.Cit,p.71

<p>text (over translated)</p> <p>11. The impression is become deeply,</p> <p>12. More " Ugly " than the original text,</p> <p>13. Eternal, not attached time and place,</p> <p>14. Broad and universal</p> <p>15. Accuracy is imperative</p> <p>16. The translator may not correct or correct the logic or source language sentence style</p> <p>17. Error in the SL text should be indicated in the footnotes</p> <p>18. The target is good translation</p> <p>19. The translation unit is likely to be a word, phrase, and clause</p> <p>20. Can be used for all kinds of expressive texts,</p> <p>21. Translation is art</p> <p>22. The work of one person,</p> <p>23. According to the relativist opinion that perfect translation is impossible</p> <p>24. Give priority to meaning</p>	<p>than original text (under-translated)</p> <p>11. Less deep</p> <p>12. Better than the original text due to the emphasis of a particular text</p> <p>13. Context-bound, time and place of the TL</p> <p>14. Special for certain reader</p> <p>15. Not appropriately provided found the same message.</p> <p>16. The translator may correct or improve the logic of bad sentences, or SL sentence style.</p> <p>17. Error in the SL text can to fixed directly in TL.</p> <p>18. The target is excellent translation</p> <p>19. The translation unit is likely sentence, or paragraph</p> <p>20. Can use for all kinds of general, not expressive text.</p> <p>21. Translation is skill</p> <p>22. The work of one team</p> <p>23. According to the universal opinion that perfect translation is possible</p> <p>24. Give priority to message<sup>26</sup></p>
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<sup>26</sup> Suryawinata, Opcit, p. 54-55

### A.7. Procedures of Translation Newmark Strategies

Translation procedures are used as a technical guide in translating phrase to phrase, sentence to sentence. The translation should conform to the habitual use of target language, social culture and aesthetics in target market by following the target culture oriented strategy.<sup>27</sup>

The following are the different translation procedures that Newmark proposes:

#### 1. *Transference*

Transference (loan word, transcription) is the process of transferring a SL word to a TL text as a translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to the conversion of different alphabets: e.g. Indonesia, Arabic, Chinese, into English, The word then becomes a 'loan word'.<sup>28</sup> It is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey named "transcription". Transference includes transliteration, transliteration before naturalization. The both strategies include to borrowing strategy. For example;

Source text: mall

Transference: mall

Source text: Vitamin

Transference: Vitamin

Source text: Lobby

Transference: Lobby

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<sup>27</sup>Shi, H, (2017), *Translation Strategies From Target Culture Perspective: An Analysis of English and Chinese Brands Names*, in International Journal of English Language & Translation Studies, Volume 05, No.01

<sup>28</sup> Ibid, p.81

Source text: Orangutan

Transference: Orangutan

## 2. *Naturalization*

Naturalization: It adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL.<sup>29</sup> For example:

Source text: Sandal

Naturalization: Sandal (bunyi)

Source text: mall

Naturalization: mal (bunyi dan tulisan)

Naturalization called borrowing means a word takes directly from another language, e.g., the English word has been incorporated directly into Bahasa Indonesia. For example:

Source text: Meeting

Target text: Miting

Source text: Flashdisk

Target text: Flasdisk

Source text: Television

Target text: Televisi

## 3. *Cultural equivalent*

It means replacing a cultural word in the SL with a TL one. However, "they are not accurate". For example:

Source Text: *It rains cats and dogs.*

Target Text: *Hujannya bagai ditumpahkan dari langit (deras)*

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<sup>29</sup> Ibid, p.82

#### 4. *Functional equivalent*

It requires the use of a culture-neutral word. This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalising a cultural word.<sup>30</sup> For example:

Source text: Celengan

Target text: A box made of soil, designed in the form of wild boar for saving money.

#### 5. *Descriptive equivalent*

In this procedure the meaning of the CBT is explained in several words. For example:

Source text: Samurai (Japanese)

Target text: *Aristokrat Jepang pada abad XI sampai XIX yang menjadi pegawai pemerintahan.*

#### 6. *Componential analysis*

It means "comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components." For example:

Source text: *Gadis itu menari dengan luwesnya.*

Target text: The girl is dancing with great fluidity and grace.

#### 7. *Synonymy*

It is a "near TL equivalent". Here economy trumps accuracy. For example:

Source text: What a *cute* baby you've got!

Target text: Alangkah lucunya bayi Anda.

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<sup>30</sup>Ibid, p.83

### 8. *Through-translation*

It is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation.

For example:

Source Text: *Weekend*

Target Text: *Akhir pekan*

### 9. *Shifts or transpositions*

Transposition or as Catford said “ Shift” is translation procedure that relate to grammatical shape transformation from source language (SL) to target language (TL). And another expert from Vinay and Darbelnet in Venuti mentions that transposition is a procedure that involves replacing one word class with another without changing the meaning of the message the sence. Besides that, it also can be used within a language, as when rewarding the phrase.<sup>31</sup>

This procedure according to Suryawinata and Hariyanto as one of three strategies (addition, reduction/substraction, and transposition) referred to language structure. These procedures which deal with structural problems may be divided three procedures. They are addition, subtraction, and transposition.<sup>32</sup>

It involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth. For example:

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<sup>31</sup>Jean Paul Vinay and Jean Darbelnet, ‘ *A Methodology for Translation.* ’ *The Translation Studies Reader*, 2nd eddition, ed. L. Venuty ( London and New York: Roudledge, 2000),p.81

<sup>32</sup>Langgeng and Aan, (2010), *A Practical Guide for Translation Skill*, Malang:UIN Malika Press,p.18

Source Text: Alat musik bisa dibagi menjadi dua kelompok besar

Target Text: *Musical instruments can be divided into two basic groups.*

Musical instrument: alat musik

Two basic groups: dua kelompok dasar

### **10. Modulation**

It occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. Newmark suggested two kinds of modulation; modulation made as compulsory and free modulation.

A modulation made as compulsory is used when a translator can't find the equivalent word or sentence in the target language, for example:

- a. An active structure of source text shifts into passive in the target language and vice versa. For example:

Source text: The problem is hard to solve

Target text: Masalah itu sukar dipecahkan

Source text: I will submit the report tomorrow morning.

Target text: Laporan itu akan saya serahkan besok pagi

- b. The subject structure of the source language is combined in the target language. For example:

Source text: Buku tersebut telah disahkan penggunaannya oleh Dikti.

Target text: The use of the book has been approved by Dikti

Source text: Gerakan Non-Block dituntut peranannya.

Target text: The role of Non-Align Movement has been pursued.

Free modulation is used because of non-linguistics problems, for example:



- a. Implicit information of the source language shifts into explicit information in the target text. For example:

Source text: Environmental degradation

Target text: Penurunan mutu lingkungan

- b. Cause-effect prepositional phrase of the source language shifts into cause-effect clause in the target language. For example:

Source text: We all suffer from the consequences of environmental degradation.

Target text: Kita semua menderita karena (adanya) penurunan mutu lingkungan.

### **11. *Recognized translation***

It occurs when the translator "normally uses the official or the generally accepted translation of any institutional term." For example:

Source text: Man is a thinking animal

Target text: Manusia adalah hewan yang berpikir

Manusia adalah makhluk yang berpikir

In the text above, translator translate animal into makhluk. Translator chose a more general word for 'hewan': 'makhluk'.

### **12. *Compensation***

It occurs when loss of meaning in one part of a sentence is compensated in another part. For example:

Source text: The month of fasting

Target text: Ramadhan

### 13. *Paraphrase*

In this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of *descriptive equivalent*. For example:

Source text: Bulang (Mandailingnese)

Target text: A honorific used to call a grandfather in Mandailing tribe.

### 14. *Couplets*

It occurs when the translator combines two different procedures. For example;

Source text: tooth and nail

Target text: mati-matian

### 15. *Notes*

Notes can appear in the form of footnotes. Although some stylists consider a translation sprinkled with footnotes terrible with regard to appearance, nonetheless, their use can assist the TT readers to make better judgments of the ST contents.<sup>33</sup> For example:

Source text: *Pecal adalah makanan khas Indonesia.*

Target text: *Pecal* is a traditional food Indonesia.

## A.8. The Purpose of Translation Newmark Strategies

The purpose of translation Newmark strategies is a procedure contextual meaning appropriately, till aspect term acceptability and content can be able to understanding directly by reader.

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<sup>33</sup> Ibid p. 92

The aim of translation Newmark strategies should to achieve a balanced growth in the total personality through spritual, intellectual, imaginative, phsyscal, scientific, and linguistic in order to build this world according to the concept set by Him.<sup>34</sup> In connection with this found the hadith, among others, as follows:

عن ابن عمر قال رسول الله عليه وسلم تفكروا في الاء الله ولا تتفكروا في الله

Meaning: *From Ibnu Umar, he said, Rasulallah SAW said, ‘ ‘ think of Allah’s creation and do not think of His Essence.*<sup>35</sup>

An appropriate translation procedure can be an important guarantee for the quality of a literary translation. It seems that translating, and investigating translations based on the Newmark’s procedures are very useful for the literary translator because these procedures are comprehensive and show the losses and gaints in translation. It is hoped that this study will provide further explanation on translation especially on the procedures proposed by Newmark.<sup>36</sup>

## **A.9. The Advantages and Disadvantages of Newmark Strategies**

### **a. Advantages of Newmark Strtegies**

1. Naturalization is a strategy used by taking word of the source language in the target text, to keep the source language as an appreciation for the source text.
2. Transposition, translator changes the source text structure to get an equivalency in the target text and will be more understood by target

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<sup>34</sup> Bukhari, Umar, (2012), *Hadith Tarbawi Pendidikan dalam Perspektik Islam*, Jakarta: Amzah,p. 37

<sup>35</sup> Ibid, p.57

<sup>36</sup> Mashhady, H. Pourgalavi, M.& Fatollahi, (2015), Newmark’s Procedures in Parsian Translation of Golding’s Lord of the Files, in *International Journal of English Lnuage& Translation Studies*, Volume.03, No.01

readers. Translator also makes a transposition as a consideration for the language style. It means, translator splits a sentence to be two sentences or combines two sentences to be one sentence.

3. Modulation used when a literal translation produces unnatural translation. If transposition functions to shift the language structure, then modulation functions to shift the language meaning in order to make the message of source text can be understood well by target readers.

#### **b. Disadvantages of Newmark Strategies**

1. Naturalization used because there is no appropriate equivalent for the words in the target text and will be create different meaning between the source language and target text.
2. Transposition will give unnatural translation.
3. Modulation to change the point of view the text has

### **B. Conceptual Framework**

According to Newmark, ‘‘A teacher has to teach translation as well as ‘‘translation theory to have professional translating experience... By this definition, the researcher believes that students need to learn translation theory and practice translation the texts in class. To translate well, students have to learn more strategies in translating different text. As the researcher’s observation of Eleven Grade at MAS Tahfizhil Qur’an Medan, the researcher found that students use limited strategy in completing translation practices given.

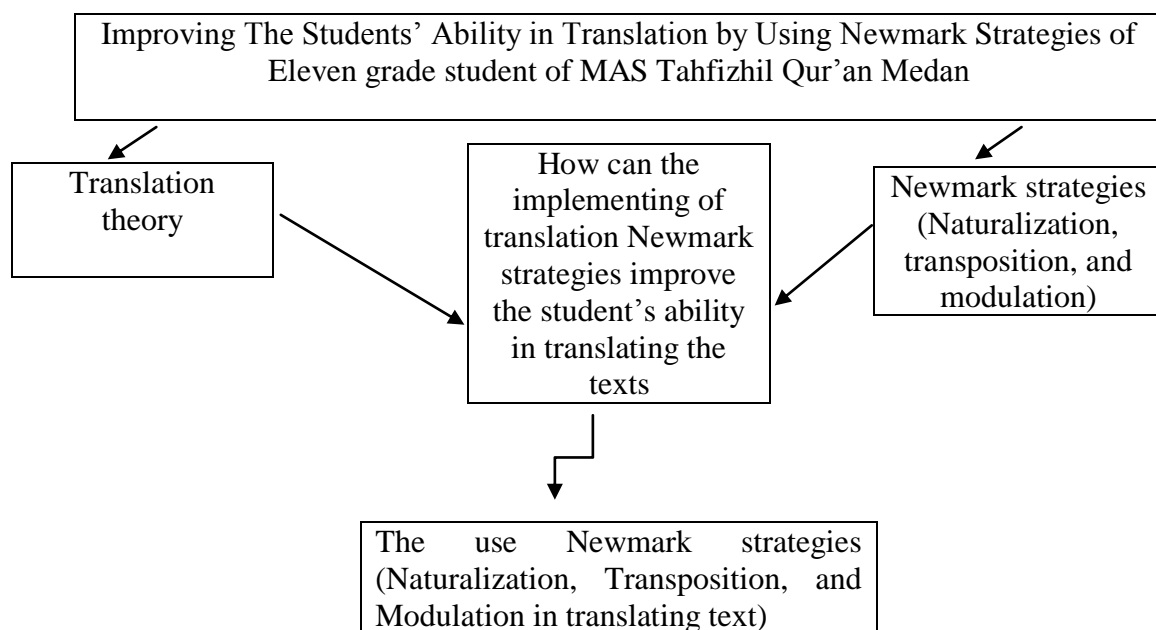
Students often use one translation strategy, yet in translating text one strategy might be not suitable for one text. The use of only single translation strategy in translating text will not be able to train students’ understanding in

translating texts and the students will mistranslate the text. To cope with this situation, students need to learn more examples for the application of translation Newmark strategies they can use in translating different kinds of text.

For this study, the researcher will try to find the examples of translation Newmark strategy in the translating texts. The purpose of translation Newmark strategies is procedure contextual meaning appropriately, till aspect term acceptability and content can be able to understanding directly by student's or reader. Give the student's motivation in translating text increase because translation Newmark strategies interesting. For the clarity of the conceptual framework will be described as follow:

**Figure. B.1**

**Conceptual Framework**



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Classroom action research is a reflective research, it means that in this research process the teacher as a researcher always thinks about what and why an impact action takes place in its class. Then the researcher seeks out the problem solving based on that thinking through the actions of certain learning actions in order to improve the practice of classroom learning in a more professional manner.<sup>37</sup>

Etymologically, there are three terms that relate to classroom action research. It's research, action, and class.<sup>38</sup>

- a. Research: research is a problem-solving process that is done systematically, empirically and controllly. Systematic can be interpret as a coherent process in accordance with certain rules. Empirical meaning that research work must be based on certain data. Controlling means that a research work must be based on clear work procedures, so that others can prove the results of the research findings.
- b. Action: action can be interpret as a particular treatment conduct by researchers it's teachers. Actions are directed at improving the performance of the teacher. Thus, CAR is not driven just to want to know something, but is encouraged by the desire to improve performance to achieve maximum learning results.

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<sup>37</sup>Wina Sanjaya, (2010), *Penelitian Tindakan Kelas*. Jakarta: Kencana. p. 26

<sup>38</sup>Ibid. P. 27-28

- c. Class: class shows where the learning process takes place. The CAR is conducted in class and fully involves the teacher responsible for the class.

From the explanation above, the CAR can be interpreted as a process of studying learning problems in the classroom through self-reflection in an attempt to solve the problem by performing planning actions in real situations and analyzing all the effects of the treatment.

## **B. Research Setting and Sample**

The set of this research is the Eleventh grade student of MAS Tahfizhil Qur'an Medan. The sample will be taken only one class is XI Agama-2 which consists of 36 students. This class will be chosen because the students' translation skills are still low. To improve their translating in the texts, the application of the Newmark Strategy will be a suitable strategy that will be chosen in improving students' ability in translating texts. And the writer chose this location because of some reasons, namely: (1) This school is not far from the writer's house. (2) The researcher found the students' problem in translating texts. (3) There is no researcher that has conducted a study in this school with the same title before.

## **C. Data Collection**

The data collection of the study is conducted by two cycles. According to Kurt Lewin, there are four steps in classroom action research. They are planning, action, observation, and reflection.<sup>39</sup>

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<sup>39</sup>Ridwan Abdullah Sani & Sudiran, (2012), *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*. Bandung: Cita Pustaka Media Perintis.p.1.

## 1. Cycle I

In this cycle, the students ability in translation the texts is measure and their problems in translation the texts will be analysing. The students' attitude toward translating text seen clearly.

### 1) Planning

Planning means program of action that will be done in the class. Planning is need to arrange and prepare everything that will be need in teaching learning process. Planning must be flexible because it depends on circumstance and curriculum. The activities that were done in this phase were as follows: a) Making lesson plan that is reflect the material of the lesson. b) Preparing the teaching facilities. c) Preparing the test of measure the result of the study.

### 2) Action

Action is the process of doing things. It is the implementation of planning. So, in this phase everything that had been planned in planning. There are many activities in cycle one they are: a) The teacher explain definition and importance of the translating texts. b) The teacher set the class rules during teaching-learning process. c) The students are thought about procedure of Newmark strategy to increase students' ability in translation the texts

### 3) Observations

Observations is done to record the process during teaching learning process. Observation is aimed to find out the information that is use to evaluating and it will be the basic of reflection. It is about the behavior of students', attitudes of the students while doing their task in group, the contributions of all students in their group whether they are active or not and their attitude in doing evaluation.



#### 4) Reflection

Reflection is an evaluation from the action which will has been done before. It is used to help the research makes decision by analyzing the situation and the students' difficulties and problems in understanding the lesson. Because the reflection is done in order to analyze the situation and give meaning of the process to make conclusion. In this phase, the researcher will take the feedback from her teaching and learning process from the result of the observation and the students' test. The purpose is to improve the students' ability translation.

## 2. Cycle II

In this cycle has the same procedure as the first one, but the teaching and learning process is more develope by giving motivation and controlling the students. It is expect that the improvement in the second cycle will get better than the first cycle.

#### 1) Planning

The activities that will be done in this phase as follow: a) Making lesson plan. b) Preparing and designing the translation material. c) giving motivation to students. d) having seen in the first cycle, the researcher will more control class by asking students what they do not understand. e) Preparing test for the second cycle.

#### 2) Action

The activities that will be done in this phase as follow: a) The teacher explain the procedure of Newmark strategy slowly and clearly. b) The teacher give motivation and controlling the students. c) The teacher give test for the second cycle.

### 3) Observation

The observation will be conducting to observe the students' activities during the process teaching and learning. The observation involves the information above the students' behavior, attitude, their difficulties, and the other influence factors that observe the students' development. The data will be take from observation sheet and interview.

### 4) Reflection

This step will be done by evaluating all the weakness and the strength while teaching learning process. the writer will make a conclusion by asking some questions in their mind to reflect what will have already done such as: why they are difficult to understand and find out the translation strategy.

## **D. Data Analysis**

The data analysis is apply by using qualitative and quantitative data. As explained before, The qualitative data will be analyze from the observation, interview, documents and diary notes to describe the improvement of the students' ability in translation of the texts by using Newmark strategy. Qualitative data is analysis by using Miles and Huberman technique.<sup>40</sup> There are data reduction, data display, and verification.

### 1. Data Reduction

Data reduction refers to the process of selecting focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcript. Data reduction is occurring as the researcher decides (often

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<sup>40</sup> Miles, Matthew B. 1994, *Qualitative Data Anaysis*, United Stated of America: SAGE Publication, p.10

without full awareness) which conceptual framework, which case, which research question, and which data collection approaches to choose. In stage, the researcher separate the researcher focuses on the data that will be analyzed. It can easier the researcher to continuous the collecting the data.

## 2. Data Display

The second major flow of analysis activity is data display. A display is an organized, compressed assembly of information that permits conclusion, draw, and action. Looking at displays helps us to understand what is happening and to do something- either analyze further or take action based on that understanding. In the stage, the researcher will be present the data into design that will be done in from of short statement, charts, graphs, matrices, and networks.

## 3. Conclusion Drawing or Verification

Conclusin drawing in our view is only half of a Gemini configuration. Conclusions are also verified as the apalyst procceds. Verification, may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursing back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive effort to reflicate a finding in another data set. In this stage, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answer of the researcher problem that has been formulated.

Meanwhile the quantitative data are collecting and analyze by computing the score of translating of the text. To collect data, the writer will observe

these activities by using Newmark strategy that will be give to the students as their concern to know ability of the students in translation of the texts. To know the mean of the students score in each meeting, the following formulas will be apply:

$$x = \frac{\sum X}{N} \times 100\%$$

Where : X = The mean of students' score

$\sum X$  = The total score

N = The number of students.

Next, to categorize the number of students who are competent otranslation of the texts the following formula is apply:

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

Where: P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who do the test

## **E. Research Procedure**

In collecting data, the researcher use some instruments, they are:

### 1. Observation

Observation is purposed to find out information of action, such as the students' attitudes, the location, the facilities, the class situation and the obstacle that will be happen, and the other condition of the students. Thus, it is collecting the data which are use as a basic of reflection. So, the observation should be done carefully.

### 2. Interview

Interview is conversation that has aim to get information, usually it consist of 2 person or more. Interview will be a question and answer activity which will done by researcher that asking the English teacher and the students to collect instrument about the students and teaching learning process. The interview will conducting by interviewing the students and also the teacher.

### 3. Test

Test is a set of assignments that give to the students or set problems give to the students see their ability in doing the assignments. The instrument for collecting the data is by answering the question based on the evaluation of the components of translation of the texts.

### 4. Diary Notes

According to Kunandar, a diary note is one of instrument of research that is use to record everything that happens during the research and observation which is going on. It is a private note about observing, feeling,

responding, reflecting, hypothesis, mind, imagination, and explaining.<sup>41</sup>

Diary note will use to write about students' activity in the class. The diary note will conducting to get information about students' responses and the teacher during teaching learning process.

#### 5. Documents.

Documents are something written that contain information serving as proof. Collecting documents were conduct to get information about the students' improvement. It was be one of important instrument in doing classroom action research. It help the researcher to find data about the students. It include the students' attendance list, the students' score, the students' evaluation, diary note and photos.

### **F. Trustworthiness**

There are four indicators that will establish to check the validity of data in qualitative research. Namely, credibility, transferability, dependability, and confirmability.<sup>42</sup>

1. Credibility is qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in research itself.
2. Transferability is a trustworthiness concept that can be seen as an expected validity, transferability can be enhanced through clear descriptions of the research the participant's diverse perspectives and

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<sup>41</sup>Kunandar, (2000), *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta: PT. Raja Grafindo Persada. p. 195

<sup>42</sup>Tohirin, (2013) *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Conseling*, Jakarta: PT. Raja Grafindo Persada, p. 100

experience, methodology, interpretation of result, and contributions from peer debriefing.

3. Dependability is trustworthiness concept that closely matches reliability in positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is suppose to measure when repeated multiple of times.
4. Confirm ability refers to the degree to with the results could be confirme or collaborate by others. The researcher can document the procedures for checking and rechecking the data throughout the study.

In this research, the researcher chooses the credibility trustworthiness. Triangulation is qualitative cross validation. It assesses the sufficiency of the data according to the convergence of multiple data sources for multiple data collection procedures. Triangulation will be accomplish by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions.

The research limits on source triangulation and methodological triangulation, source triangulation will be accomplish by checking the data that obtain through several sources. Methodological triangulation will be accomplish by checking the data on the same source with different technique.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher presents the result of research. It involves the way to improve students' ability in translation using Newmark strategies at MAS Tahfizhil Qur'an Medan academic year 2017/2018. This research conducted in two cycles and every cycle consisted of four steps of action: planning, action, observation, and reflection.

#### **A. Finding**

##### **A.1. The Result of Pre-Test**

The pre-test had done before classroom action research. It was conducted on Thursday 17<sup>th</sup> May 2018. There were one topic of essay test (descriptive text) choice form in 45 minutes.

Based on the result of pre-test, the data showed that the mean score of pre-test was 60,00. There was 12 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 22 students were below that criterion. The lowest achievement gained score 40 (appendix I). From the result of analysis, it could be seen that almost of the students' ability in translation was still very low.

##### **A.2. First Cycle**

The teacher also did some steps in the first cycle, they were planning, action, observing and reflecting. Here are the activities that have done in every steps of action:



### ***Planning***

The plan was arranged before researcher conducting the research. In this cycle, the teacher had prepared the planning on Friday May 18<sup>th</sup> 2018 were:

- a. Make a lesson plan which contained steps in learning activities that used Newmark Strategies (Naturalization, Transposition, and Modulation) to improve students' ability in translating text.
- b. Prepare a learning materials that supported the implementation of learning process in the form of procedures, translating descriptive text, examples, and other).
- c. Make the exercises as the instrument of collecting data of Newmark Strategies (Naturalization, Transposition, and Modulation).

### ***Action***

The action of cycle I was done on Friday May 18<sup>th</sup> 2018 and Saturday May 19<sup>th</sup> 2018. In this step, there were some activities which were done by the teacher, including: introduction, the main activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher did the apperception by greeting the students, checking the students' attendance list, giving motivation to the students about the advantages of English.

In the main activity, there were some activities had done by the teacher, such as: (1) the teacher explain about how important translating skill in English text.(2) The teacher asked the students about how the do translate the text and word they think about translate the text (3). The teacher introduce about Newmark strategies (Naturalization, Transposition, and Modulation). (4) The teacher explain about Newmark strategies (Naturalization, Transposition, and Modulation) is a

solution to be a good translator. (5) The teacher write about Newmark strategies (Naturalization, Transposition, and Modulation) in whiteboard. (6) The teacher to make sure all of the students understanding about Newmark strategies (Naturalization, Transposition, and Modulation). (7) The teacher asked to the students for repeat explanation about lesson gave explained by teacher. (8) The students repeat the explanation from the teacher. (9) The teacher give a descriptive text. (10) The students translate the text into Indonesian language

Last activity of the action is closing. In closing, there were some activities had done by the researcher, such as: (1) the teacher collected translate the text. (2) The teacher reviewed the lesson. (3) Pray together. (see appendix A).

### ***Observation***

The observer observed the situations and conditions happened during the teaching-learning process and the students performance while receiving the material and to know the students attitude during the class. Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done enthusiastic during the teaching learning process. The observation was done to observe what the students had done apply Newmark strategies in their translate test seriously during the teaching learning process. The observation was done to observe what the students had done give comment response, suggestion and question to the group presentation during the teaching learning process. The observation was done to observe what the students had done still confused what to do during the teaching learning process. It was about the behavior, attitude, and all activities during the action process, can be seen in the appendix J.

### ***Reflection***

Based on the result of the test in the cycle I and the observation, the action to increase more the score was needed. It can be seen by what has been successfully done and what has not been successfully done at those activities.

From the observation sheet, it can be seen that:

1. Teacher has not been able to manage the students' attention during learning process in this cycle I.
2. Some of the students are still confused because the lack of the teacher in asking the question related to the topic.
3. The students seem not to really understand about the material because asking and question session did not run well.

While seeing at the result obtained from the first cycle, it showed the expected result has not been achieved. To come up the weaknesses in the first cycle, the second cycle was planned as follow:

1. Researcher should improve the management of the class and activity to attract students attention.
2. Researcher must be more active in guiding the students to ask question during class
3. Researcher served the proper time to have question and asking session about the strategy and materials given.

**Table A.2. The Percentage of Students' Translating Test in Cycle I**

Meeting		Students who got up to 75	Percentage
Pre-test	I	12	35,29%
Post-test I	II	20	58,82%

Based on the table above, the result showed the improvement of the students' score from the pretest to the post-test I. In the pre-test, the students who got the score 75 and above were 12 students of 34 students (35,29 %). In the post-test cycle I the students who got the score 75 and above were 20 students of 34 students (58,82%). The increasing percentage from the pre-test to the post-test of cycle I was 23,53% .

### **A.3. Second Cycle**

This is the second cycle of the research. These activities consisted of four steps of action research (planning, acting, observing and reflecting). It was expected that the second cycle in this research will come up the problems and get better than the first cycle. In this cycle, researcher gave more motivation and support to their learning process. The explanation about the lesson was given as clear as possible as it has been designed as follow:

#### ***Planning***

In this cycle, the teacher prepared new material that was enclosed in lesson plan, and added some activities in the activities, so that the students would be more active and attractive in the teaching learning process. (see appendix B).

### ***Action***

The action of the second cycle was done on May 22<sup>th</sup> 2018. The researcher explained about the things in the classroom which are familiar to the students. The students are often to see those things in the book, internet, and television but they did not know to translate of story in English to story in Indonesian. This became a good opportunity for the teacher to directly pointed out the things in the class. These made students more enjoyed the class. They understand the story and also those history in Indonesian language. So, they felt happy and easy to increasing their translating the text.

Additionally, the researcher also did the Newmark strategies which made the class more enjoy and enthusiastic. At that way, the students will be easier to translate the descriptive text, so it will be accuracy, acceptability, readability of the result translate which made the students. At the end of the meeting on the second cycle, the researcher gave the test to know the students improvement about the lesson. The result of the text in cycle II could be seen in the appendix I.

### ***Observation***

The activities of the students and the teacher were observed. It showed that most of the students did well in discussing the words with their friends. In the process of discussion the students began to understand and comprehend their work. Thus the activity of students had already started to rise. The students had already had a brave to give feedback to ask the question related to the topic. The observation was done to observe what the students had done more enthusiastic during the teaching learning process. It was about the behavior, attitude, and all activities during the action process, can be seen in the appendix J.

### ***Reflection***

After checking the result of the test and observation, it was found that the students score increased dramatically. Based on the observation, researcher concluded that the students can improve their ability in translation by using Newmark strategies. The score in the second cycle improved than in the first cycle.

The result of the other aspects are also increase such as the students' attention during learning process, students' activity, and the ability to translate the descriptive text.

In second reflection of cycle II, researcher was held post test II regarding students' vocabulary mastery. Based on the result of the post test II, the mean score the essay test of the class in translating the descriptive text gained 100% in which there 34 students who passed the Minimum Mastery Criterion (KKM) 75.

**Table A.3. The Percentage of Students' Translating Test in Each Test**

Meeting		Students who got up to 75	Percentage	
Cycle I	Pre-test	I	12	35,29%
	Post-test I	III	20	58,82%
Cycle II	Post-test II	VI	34	100%

Based on the table above, the result showed the improvement of the students' score from the pretest to the post-test I and the post-test II. In the pre-test, the students who got the score 75 and above were 12 students of 34 students (35,29 %). In the post-test cycle I the students who got the score 75 and above were 20 students of 34 students (58,82%). In the post-test cycle II the students

who got the score 75 and above were 34 students of 34 students (100%). The increasing percentage from the pre-test to the post-test of cycle I was 23,53% and the increasing percentage from the post-test of cycle I to the post-test of cycle II was 41,18%.

## **B. Discussion**

This research was conducted by using Classroom Action Research (CAR) to obtain the improvement of the students' ability in translating descriptive text by using Newmark strategies. This research had proved that Newmark strategy was effective to be used in teaching English. It can be seen in the table of the students score improvement from the pre-test, post-test I and post-test II. The improvement was because the teacher controlled the class better. The teacher was also easy to apply the Newmark strategies to help the students to their ability in translating text.

Based on the result of the quantitative data, the result showed that the students improved their ability in translating. The students' score was getting better from the first meeting until the third meeting in the test. The mean of the students' score in the pre-test was 60.00. It was low because only 12 students who got score 75 and more. The mean of students' score in the post-test was 76.17 and post-test II was 86.47. It was higher than the pre-test to post-test I until post-test II. The improvement of the students' mean score from the post-test I and post-test II was 10.00 and the improvement of the students' mean score from the pre-test to post-test II was 26.47. (see appendix I). Then, the percentage of the students who got the score 75 and more in the pre-test was 12 from 34 students (35,29%). The

percentage of the students who got the score 75 and more in the post-test I was 20 from 34 students (58,82%). The percentage of the students who got the score 75 and more in the post-test II was 34 from 34 students (100%). The improvement of the component students' percentage from the pre-test to post-test I was 23,53% (58,82-35,29), from post-test I to post-test II was 41,18% (100-58,82), pre-test to post-test II was 64,71% (100-35,29). Automatically, it can be said that the Classroom Action Research is success and the cycle can be stopped.

Based on the qualitative data which was gained from the observation sheet, interview, diary notes and also documentation, all of these instruments indicated the improvement in teaching learning process. Therefore, the students have given good responses during the class. The result of qualitative and quantitative data showed that the action and application of Newmark strategies improved. The students became more enthusiastic and attractive when teacher taught the lesson. Based on the result, Newmark strategies could improve students' ability in translation. Newmark strategies could also motivate students to involve in language learning, could help students engage in teaching learning process.

Despite of the fact that, at the first and second meeting, the researcher found that the students did not pay attention to the teacher seriously. Some of them talked each other making noisy. It could not be disowned that the students need more attentions from teacher to keep their motivation up. Beside that, their desire to learn translating the text was still low. So, this must be the teacher duty to find out some sources to make them willing to master the translation. After some days, the researcher seen the students' improvement in the class. The most



important one is the fact that the students enjoyed the class. They gave fully attention to the teacher.

Therefore, Newmark strategies is a good way to teach translating because it will be accuracy, acceptability, readability, the result of translate that made of students.

## CHAPTER V

### CLOSING

#### A. Conclusions

From the result and discussion about the data analysis, the use of translation Newmark strategies in ability translation, it is the concluded:

- 1) The use of translation Newmark strategies was succeed in improving the student's ability in translation of Eleventh Grade at MAS Tahfizhil Qur'an Medan. Based on the result of the quantitative data, the result showed that the students improved their ability in translating. The students' score was getting better from the first meeting until the third meeting in the test. The mean of the students' score in the pre-test was 60.00. The mean of students' score in the post-test was 76.17 and post-test II was 86.47 (can be seen in appendix I).. Then, the percentage of the students who got the score 75 and more in the pre-test (35,29%), in the post-test I (58,82%). in the post-test II (100%). The improvement of the component students' percentage from the pre-test to post-test I was 23,53% (58,82-35,29), from post-test I to post-test II was 41,18% (100-58,82), pre-test to post-test II was 64,71% (100-35,29). It was higher than the pre-test to post-test I until post-test II.
- 2) The using Newmark strategies of Eleventh Grade at MAS Tahfizhil Qur'an Medan, since the final result of the students' test in post-test II was 100 % improve. The students became more enthusiastic and attractive when teacher taught the lesson. Newmark strategies could also motivate students to involve in language learning, could help students engage in teaching learning process.

## **B. Recommendations**

Based on the conclusion drawn, the result of the findings contribute valuable recommendation for those who are interested in teaching translating descriptive text. The recommended to:

1. The English teachers are recommended to apply Newmark strategy in teaching translating text especially descriptive text, because this strategy can help the students to translate text easily.
2. The Headmaster of the schools are recommended to apply Newmark strategies in teaching translating descriptive text in their schools.
3. The students' are expected to use Newmark strategies in teaching translating descriptive text by themselves to encourage their confidence in order to improve their achievement in translating descriptive text.
4. The other researcher should try to use Newmark strategies to prove the effectiveness in teaching translating descriptive text in other school.

## **C. Implications**

Based on the conclusion of the the study, that implication of doing this research as follows:

1. Theoretically

This research is useful for English learners to add new information toward the way to improve their translating achievement in descriptive text. And useful for English teachers to find a new theory to increase student's interest, motivation and skills in translating. So, the students became more enthusiastic and attractive when teacher taught the lesson.

## 2. Practically

The result of this research can be useful for English learners to improve their translating achievement in descriptive text by applying Newmark's strategy. It is also useful for English teachers to apply Newmark's strategy to improve students' achievement in translating descriptive text. Furthermore, this research is useful for other researchers who will conduct related research.

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## APPENDIXES

### APPENDIX A

#### LESSON PLAN (CYCLE I)

School : MAS Tahfizhil Qur'an Medan

Subject : English

Class/Semester: XI/ 2

Meeting : 1<sup>st</sup> (cycle 1)

Time : 2 x 40 minutes

Skill : Translating

#### Standard Competence

1.1. Understanding the meaning of short functional text and essay in a form of descriptive text and report accurately in the context of daily life.

#### Basic Competence

1.2. Responding the meaning of short functional text and essay in a form of descriptive text and report accurately, fluently, and apparently in the context of daily life.

#### Indicator

1. To identify the meaning of words in the text that has been translate.
2. To mention the procedure of Newmark strategies (naturalization, transposition, and modulation).
3. To identify the whole text through the procedure of Newmark strategies (naturalization, transposition, and modulation).

## **I. The Teaching Objective**

1. Students are able to identify the meaning of words in the text that has been translating.
2. Students are able to mention the procedure of Newmark strategies (naturalization, transposition, and modulation).
3. Students are able to identify the whole text through the procedure of Newmark strategies (naturalization, transposition, and modulation).

## **II. The Teaching Material**

### **The Amazing Taj Mahal in India**

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of his complex, with the river Jamuna behind it. The Taj stands on a raised, square platform(186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber four adjoining chambers include many walls and panels of Islamic decoration.



Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

### III. Teaching Method

#### PPP (Presentation, Practice, Production)

### IV. Teaching Activities

Time allocation	Activities
<b>Opening</b> 10 minutes	<ul style="list-style-type: none"> <li>• Greeting the students.</li> <li>• Having the student's attendance list.</li> <li>• Pray together before teaching.</li> </ul>
<b>Presentation</b> 20 minutes	<ul style="list-style-type: none"> <li>• Teacher giving motivation to the students with explain about how important translating skill in the text English.</li> <li>• Teacher ask to students about how they do translate the text and what they think about translate the text.</li> <li>• Introduce about Newmark strategies (naturalization, transposition, and modulation).</li> <li>• Teacher explanation about Newmark strategies (naturalization, transposition, and modulation) is a solution to be a good translator.</li> <li>• Teacher write about Newmark strategies (naturalization, transposition, and modulation) in whiteboard and then ask to students:             <ul style="list-style-type: none"> <li>- What is translation strategy?</li> <li>- Have you used specific translation strategy?</li> <li>- What is Newmark strategy?</li> <li>- What is the aim of Newmark strategy?</li> <li>- How to application Newmark strategy?</li> </ul> </li> </ul>

<b>Practice</b> 20 minutes	<ul style="list-style-type: none"> <li>• Teacher to believe all of students understanding about Newmark strategy</li> <li>• Teacher to ask to students for repeat explanation about lesson gave explained by teacher.</li> </ul>
<b>Production</b> 25 minutes	<ul style="list-style-type: none"> <li>• Teacher to give text</li> <li>• Ask to students to translate the text into bahasa Indonesia</li> <li>• Students translate the text</li> </ul>
<b>Closing</b> 5 minutes	<ul style="list-style-type: none"> <li>• Teacher collect translate the text</li> <li>• Reviewing the lesson</li> <li>• Pray together.</li> </ul>

#### V. Sources/ Media

1. Source: descriptive text from internet
2. Media: Dictionary

#### VI. Evaluation

##### Transation Quality Assesement

Category Translation	Score	Qualitative Parameters
Accurate	30	The meaning of the word, technical term, phrase, clause, sentence or source text, diverted on accuracy to target text, at all not occur distornation of meaning.
Less Accurate	20	Most of the meaning of the word, technical term, phrase, clause, sentence, or source text diverted accurately into target language, but there is distornation of meaning or translation of double meaning or any meaning is deleted which disturb the integrity of the message.
Not Accurate	10	The meaning of the word, technical term, phrase, clause, sentence of source text diverted not accurately into target language or deleted.

### Translation Quality Acceptability

Category Translation	Score	Qualitative Parameters
Acceptable	30	Translation feels natural: technical term used common and familiar for reader: phrase, clause, and sentence used in accordance with the rules of the Indonesian language.
Less Acceptable	20	Generally, translation feels natural but there is little problem with the use of technical term or a little grammatical error occurred.
Not Acceptable	10	Translation unnatural, or feel like works of translation; technical term used not common or unfamiliar for reader; phrase, clause and sentence used not accordance with the rules of the Indonesian language.

### Translation Quality Readability

Category Translation	Score	Qualitative Parameters
High Readability	30	Word, technical term, phrase, clause, sentence, or translation text can be understood easily for reader.
Medium Readability	20	Generally, translation can be understood for reader, but there are certain parts that should be read more than once to understand the translation.
Low Readability	10	Translation is difficult to understood for reader.

Medan, 8 Mei 2018



Headmaster

  
(Charles Rangkuti, M.Pd.I)

English Teacher

  
(Eva Solina Siregar S.Pd.I)

Researcher

  
(Siti Maryam)

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**APPENDIX B****LESSON PLAN (CYCLE II)**

School : MAS Tahfizhil Qur'an Medan

Subject : English

Class/Semester: XI/ 2

Meeting : 2<sup>sd</sup> (cycle II)

Time : 2 x 40 minutes

Skill : Translating

**Standard Competence**

**1.1.** Understanding the meaning of short functional text and essay in a form of descriptive text and report accurately in the context of daily life.

**Basic Competence**

1.2. Responding the meaning of short functional text and essay in a form of descriptive text and report accurately, fluently, and apparently in the context of daily life.

**Indicator**

1. To identify the meaning of words in the text that has been translate.
2. To mention the procedure of Newmark strategies (naturalization, transposition, and modulation).
3. To identify the whole text through the procedure of Newmark strategies (naturalization, transposition, and modulation).

## **I. The Teaching Objective**

1. Students are able to identify the meaning of words in the text that has been translating.
2. Students are able to mention the procedure of Newmark strategies (naturalization, transposition, and modulation).
3. Students are able to identify the whole text through the procedure of Newmark strategies (naturalization, transposition, and modulation).

## **II. The Teaching Material**

### **The Collections State Museum of North Sumatera**

The museum collections grouped and arranged according the periodical history or certain subjects. All collections are stored in two stories of building: group and second level. The collections of prehistoric time until colonial era, North Sumatera people's struggle for independence, the governors and the National hero of North Sumatera are exhibited on the ground floor. The second floor is decided to the collections of ethnography. Prehistoric, this first room features prehistoric human's life diorama. There collections include replicas of specific animal of Sumatera, replicas of ancient human fossils, as well as a variety of tools including prehistoric stone axes and shell skin fossil. Ancient Northern Sumatera Culture Room; This room features traces of culture and civilization in North Sumatera. The collections are the relics from megalithic cultures such as the coffin and the sculpture stones and a collection of Batak's ancient scripts written on died and multiple folded thin bark called Pustaha Laklak.

Hindu-Buddhist Room; this room feature collection related to Hindu and Buddhist culture. Collections are displayed treasures artifacts originated from 8<sup>th</sup>-

14<sup>th</sup> century discovered in the temple site of Padang Lawas, such as stone statues and bronze statues. Another collection are in display such as Buddhist statues and goddess statues found in China town site, northern part of Medan city. Islamic Era Room; Islamic room features various artifacts or relics of Islamic era period such as replica of various Islamic tombs discovered in Barus, and another tombs tone decorated in Batak style, several handwritten Qur'an and Islamic manuscripts, as well as a miniature of Azizi Mosque in Langkat.

### III. Teaching Method

#### PPP (Presentation, Practice, Production)

### IV. Teaching Activities

Time allocation	Activities
<b>Opening</b> 10 minutes	<ul style="list-style-type: none"> <li>• Greeting the students.</li> <li>• Having the student's attendance list.</li> <li>• Pray together before teaching.</li> </ul>
<b>Presentation</b> 20 minutes	<ul style="list-style-type: none"> <li>• Teacher giving motivation to the students with explain about how important translating skill in the text English.</li> <li>• Teacher ask to students about how they do translate the text and what they think about translate the text.</li> <li>• Introduce about Newmark strategies (naturalization, transposition, and modulation).</li> <li>• Teacher explanation about Newmark strategies (naturalization, transposition, and modulation) is a</li> </ul>

	<p>solution to be a good translator.</p> <ul style="list-style-type: none"> <li>• Teacher write about Newmark strategies (naturalization, transposition, and modulation) in whiteboard and then ask to students: <ul style="list-style-type: none"> <li>- What is naturalization?</li> <li>- What is the aim of transposition?</li> <li>- How to application transposition?</li> </ul> </li> </ul>
<p><b>Practice</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher to believe all of students understanding about Newmark strategy</li> <li>• Teacher to ask to students for repeat explanation about lesson gave explained by teacher.</li> </ul>
<p><b>Production</b> 25 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher to give text</li> <li>• Ask to students to translate the text into Bahasa Indonesia</li> </ul>
<p><b>Closing</b> 5 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher collect translate the text</li> <li>• Reviewing the lesson</li> <li>• Pray together.</li> </ul>

## V. Sources/ Media

1. Source: descriptive text in brochure Gedung Arca
2. Media: Dictionary



## VI. Evaluation

### Transation Quality Assesement

Category Translation	Score	Qualitative Parameters
Accurate	30	The meaning of the word, technical term, phrase, clause, sentence or source text, diverted on accuracy to target text, at all not occur distornation of meaning.
Less Accurate	20	Most of the meaning of the word, technical term, phrase, clause, sentence, or source text diverted accurately into target language, but there is distornation of meaning or translation of double meaning or any meaning is deleted which disturb the integrity of the message.
Not Accurate	10	The meaning of the word, technical term, phrase, clause, sentence of source text diverted not accurately into target language or deleted.

### Translation Quality Acceptability

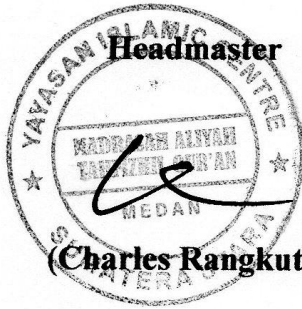
Category Translation	Score	Qualitative Parameters
Acceptable	30	Translation feels natural: technical term used common and familiar for reader: phrase, clause, and sentence used in

		accordance with the rules of the Indonesian language.
Less Acceptable	20	Generally, translation feels natural but there is little problem with the use of technical term or a little grammatical error occurred.
Not Acceptable	10	Translation unnatural, or feel like works of translation; technical term used not common or unfamiliar for reader; phrase, clause and sentence used not accordance with the rules of the Indonesian language.

### Translation Quality Readability

Category	Score	Qualitative Parameters
Translation		
High Readability	30	Word, technical term, phrase, clause, sentence, or translation text can be understood easily for reader.
Medium Readability	20	Generally, translation can be understood for reader, but there are certain parts that should be read more than once to understand the translation.
Low Readability	10	Translation is difficult to understood for reader.

Medan, 22 Mei 2018



**Headmaster**

**(Charles Rangkuti, M.Pd.I)**

Handwritten signature of Charles Rangkuti.

**English Teacher**

**(Eva Solina Siregar S.Pd.I)**

Handwritten signature of Eva Solina Siregar.

**Researcher**

Handwritten signature of Siti Maryam.

**(Siti Maryam)**

## APPENDIX C

### PRE-TEST

*Read the following descriptive text carefully, and then translate into Bahasa Indonesia!*

#### **State Museum of North Sumatera Province**

State Museum of North Sumatera Province was opened on 19 April 1982 by the Ministry of Educational and Culture Dr. Daoed Yoesoef, however the first collection which is the stone ‘‘Makara’’ statue was laid by the first president of the Republic of Indonesia, Ir. Sukarno in 1945. Therefore, this museum is popularly known as Statue Building (Indonesian: Gedung Arca). Architectural, the main building this museum form adopts the form of traditional houses of North Sumatera. The gable of the roof is embellished with ornaments of the ethnic of Malay, Batak Toba, Simalungun, Karo, Angola/Mandailing, Pakpak and Nias. Based on its collection, State Museum of North Sumatera Province is categorized as a general museum.

Most of the collections are cultural properties and historical objects of all over North Sumatera rejoined since prehistoric times, Hinduism-Buddha period, Islamic kingdom era, until the period of the struggle for Indonesia’s independence and modern times. By the year of 2013, the State Museum of North Sumatera Province has total collections of more than 7000 items.

**APPENDIX D****POST-TEST I**

*Read the following descriptive text carefully, and then translate into Bahasa Indonesia!*

**State Museum of North Sumatera Province**

State Museum of North Sumatera Province was opened on 19 April 1982 by the Ministry of Educational and Culture Dr. Daoed Yoesoef, however the first collection which is the stone “Makara” statue was laid by the first president of the Republic of Indonesia, Ir. Sukarno in 1945. Therefore, this museum is popularly known as Statue Building (Indonesian: Gedung Arca). Architectural, the main building this museum form adopts the form of traditional houses of North Sumatera. The gable of the roof is embellished with ornaments of the ethnic of Malay, Batak Toba, Simalungun, Karo, Angola/Mandailing, Pakpak and Nias. Based on its collection, State Museum of North Sumatera Province is categorized as a general museum.

Most of the collections are cultural properties and historical objects of all over North Sumatera rejoined since prehistoric times, Hinduism-Buddha period, Islamic kingdom era, until the period of the struggle for Indonesia’s independence and modern times. By the year of 2013, the State Museum of North Sumatera Province has total collections of more than 7000 items.

**APPENDIX E****POST-TEST II**

*Read the descriptive text and translate into Bahasa Indonesia!*

**Monas National Monument**

The National Monument, or ‘‘Monas’’ as it is popularly called, is one of the monument built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people’s determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold . The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird’s eye view on the city and the sea.

Go early to beat the crowds and the haze.it is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basemant gives such a distorted view of Indonesian history. This imposing obelis is jakarta’s most famous landmark. Contructions started in 1961under President Sukarno but was not completed until 1975, under President Suharto. The monument houses a couple of museums.

## **APPENDIX F**

### **KEY ANSWER PRE-TEST**

#### **Museum Negeri Provinsi Sumatera Utara**

Museum Negeri Provinsi Sumatera Utara diresmikan pada tanggal 19 April 1982 oleh Kementrian Pendidikan dan Budaya Dr. Daud Yusuf, meskipun koleksi pertama yang berupa batu “ Makara” diletakkan oleh presiden pertama Republik Indonesia, Ir. Sukarno pada tahun 1945. Dengan demikian, museum ini dikenal dengan Gedung Arca (Bahasa Indonesia). Secara arsitek, bentuk bangunan pokok museum ini mengadopsi bentuk rumah-rumah tradisional Sumatera Utara. Atap depannya dihiasi dengan ornamen-ornamen dari etnis Melayu, Batak Toba, Simalungun, Karo, Angkola\Mandailing, Pakpak dan Nias. Berdasarkan koleksi-koleksinya, museum negeri provinsi Sumatera Utara dikategorikan sebagai museum umum.

Sebagian besar koleksinya adalah kekayaan-kekayaan budaya dan sejarah benda-benda yang seluruhnya dari Sumatera Utara digabungkan sejak masa prasejarah, periode Hindu-Buddha, masa kerajaan islam, sampai periode pejuang kemerdekaan Republik Indonesia dan masa modern. Sampai tahun 2013, total koleksi-koleksi Museum Negeri Provinsi Sumatera Utara lebih dari 7000 benda.

## **APPENDIX G**

### **KEY ANSWER POST-TEST I**

#### **Museum Negeri Provinsi Sumatera Utara**

Museum Negeri Provinsi Sumatera Utara diresmikan pada tanggal 19 April 1982 oleh Kementrian Pendidikan dan Budaya Dr. Daud Yusuf, meskipun koleksi pertama yang berupa batu ‘ Makara’ diletakkan oleh presiden pertama Republik Indonesia, Ir. Sukarno pada tahun 1945. Dengan demikian, museum ini dikenal dengan Gedung Arca (Bahasa Indonesia). Secara arsitek, bentuk bangunan pokok museum ini mengadopsi bentuk rumah-rumah tradisional Sumatera Utara. Atap depannya dihiasi dengan ornamen-ornamen dari etnis Melayu, Batak Toba, Simalungun, Karo, Angkola\Mandailing, Pakpak dan Nias. Berdasarkan koleksi-koleksinya, museum negeri provinsi Sumatera Utara dikategorikan sebagai museum umum.

Sebagian besar koleksinya adalah kekayaan-kekayaan budaya dan sejarah benda-benda yang seluruhnya dari Sumatera Utara digabungkan sejak masa prasejarah, periode Hindu-Buddha, masa kerajaan islam, sampai periode pejuang kemerdekaan Republik Indonesia dan masa modren. Sampai tahun 2013, total koleksi-koleksi Museum Negeri Provinsi Sumatera Utara lebih dari 7000 benda.



## **APPENDIX H**

### **KEY ANSWER POST-TEST II**

#### **Monumen Nasional Monas**

Monumen Nasional, atau yang populer disebut ‘’ Monas’’, adalah salah satu monumen yang dibangun pada era Sukarno. Bagian atas Monumen Nasional adalah kotak kebasan. Itu melambangkan tekad rakyat untuk mencapai kebebasan dan penobatan usaha mereka dala proklamasi kemerdekaan pada agustus 1995. Bangunan marmer setinggi 137 meter itu dilapisi dengan nyala api yang dilapisi dengan 35 kg emas. Lantai bawah merupakan museum bersejarah dan aula untuk meditasi. Monumen ini terbuka untuk umum dan lift bisa mebawa pengunjung ke puncak, yang menawarkan pemandangan kota dan laut.

Pergilah lebih pagi supaya tidak terlalu ramai dan tidak ada kabut asap. Monas juga sangat ramah bagi orang –orang yang berkebutuhan khusus. Pameran diorama diruang bawah tanah memberikan penjelasan tentang sejarah Indonesia. Kontruksi dimulai pada tahun 1961 dibawah presiden Soekarno namun tidak selesai sampai tahun 1975, dibawah presiden Soeharto. Monumen tersebut memajang beberapa museum.

## APPENDIX I

**Table A.1.1**  
**The Result of Students' Score Average**

No.	Name of The Students	Pre Test	Post Test I	Post Test II
1.	Abdul Haqqi	-	-	-
2.	Ahmad Gozali Nasution	50	70	100
3.	Aji Kurniaku	60	80	90
4.	Alwan Amir Damanik	60	60	80
5.	Amirul Arief Aperi Simbolon	50	70	80
6.	Atikah Alifia	80	70	90
7.	Azid Addaili Marpaung	80	80	90
8.	Chairul Bariyah	80	80	90
9.	Diwa Safrina	80	80	80
10.	Eka Sriwahyuni	50	70	90
11.	Fadhilah Muthmainnah	40	80	90
12.	Farah Wilda Sholihah Lubis	80	90	90
13.	Fiqih Rinaldi	40	80	90
14.	Fitri Rahma Yani	80	70	90
15.	Habibillah	60	80	90
16.	Haddad Alwi	80	80	100
17.	Ilma Laduni	50	60	80
18.	Imam Sholihan Chaniago	40	70	80
19.	M. Izzahul Fikri Siregar	50	80	100
20.	Ismail Sa'I Dalimunthe	50	70	90
21.	M. Syahrin Arrafi	50	80	80
22.	Maya Sirur Rizqa	80	70	90
23.	Muhammad Hafiz Asri	40	80	80
24.	Muhammad Khairil Basyar	50	80	90
25.	Muhammad Rafli Aditya	80	70	90
26.	Musthafathohir	80	70	100
27.	Nabilah Suharso	-	-	-
28.	Nur Asia Siregar	40	80	90
29.	Rahmat Hidayat	40	80	90
30.	Rifky	80	90	90
31.	Robbie Tarigan	50	80	90
32.	Shazrenia SM	60	70	90
33.	Uli Ana Rizki	80	80	90
34.	Uswatun Hasanah Harahap	50	90	90
35.	Yeni Daniyati Harahap	50	80	90
36.	Zahra Aini	50	70	80
<b>Total Score</b>		<b><math>\Sigma=2040</math></b>	<b><math>\Sigma=2590</math></b>	<b><math>\Sigma=2940</math></b>
<b>Average</b>		<b><math>X=60.00</math></b>	<b><math>X=76.17</math></b>	<b><math>X=86.47</math></b>

## APPENDIX J

## OBSERVATION SHEET

Focus	Point which the Observed	First Cycle		Second Cycle	
		Yes	No	Yes	No
<b>The Researcher as Teacher</b>	<ol style="list-style-type: none"> <li>1. The teacher comes on time.</li> <li>2. The teacher greets the students.</li> <li>3. The teacher checks the student's attendance list.</li> <li>4. The teacher explains the intention of doing the research.</li> <li>5. The teacher motivates the students.</li> <li>6. The teacher to ask the student's difficulties in translating by distributing the interview sheet.</li> <li>7. The teacher explains about Newmark strategy.</li> <li>8. The teacher to prepare texts and show to the students what they have to do with the text by using Newmark strategy.</li> <li>9. The teacher gives chance to students to ask question if they do not Newmark strategy.</li> <li>10. The teacher divided the students in group.</li> <li>11. The teacher gives a text to each group asks each member of group to make a list of potential questions</li> <li>12. The teacher as monitors and control all presenting their questions.</li> <li>13. The teacher asks some group randomly to give their questions to the teacher.</li> <li>14. The teacher gives response to the groups' question.</li> <li>15. The teacher encourages the student to give responses, suggestions, or questions to the group presentation.</li> <li>16. The teacher analysis and reviews what happed in groups discussion: the problem</li> </ol>				

	<p>such as make a list of potential questions, etc.</p> <p>17. The teacher closes the lesson, concluded it and to remind the students so study at home.</p>				
<b>The Students</b>	<ol style="list-style-type: none"> <li>1. The student listen/pay attention to teacher explanation about Newmark strategies.</li> <li>2. The students understand about the procedures of Newmark strategies.</li> <li>3. The students delivering the question when the teacher gives them chance to deliver questions.</li> <li>4. The students are enthusiastic during the teaching learning process.</li> <li>5. The students sit and work with their group.</li> <li>6. The students develop discussion</li> <li>7. The students participate in group discussion</li> <li>8. The students apply Newmark strategies.</li> <li>9. Some students are still confused what to do.</li> <li>10. The students present their question.</li> <li>11. The students cheat in their group while making a list of potential questions.</li> <li>12. The student give comment response, suggestion and question to the group presentation</li> <li>13. The students do their translate test seriously.</li> </ol>				
<b>Context</b>	<ol style="list-style-type: none"> <li>1. The classroom is far from the crowded.</li> <li>2. The classroom is clean and comfortable.</li> <li>3. The classroom has teaching aids (marker, white board, duster, e.tc.)</li> </ol>				

**Observer**

**(Eva Solina Siregar, S.Pd.I)**

## APPENDIX K

### Interview Sheet with the Students before Using Newmark Strategies

1. Researcher: Apakah kamu suka menerjemahkan teks Bahasa Inggris?  
(Do you like to translate a text in English?)  
Student: Ya, saya suka menerjemahkan teks Bahasa Inggris  
(Yes, I like to read a text in English)
2. Researcher: Apakah kamu mengetahui strategi tertentu dalam menerjemahkan teks bahasa Inggris?  
(Do you know the strategy in translating an English text?)  
Student: Tidak, saya kurang mengetahui itu. Hanya menerjemahkan biasa saja  
(No, I do not exactly understand it. Just translate)
3. Researcher: Bagaimana cara mengajar yang digunakan guru saat pelajaran menerjemahkan teks Bahasa Inggris?  
(How is your teacher teaching you in translating English text?)  
Student: biasanya guru kami menyuruh untuk maju kedepan kelas satu per satu untuk menerjemahkan teks Bahasa Inggris.  
(Our teacher usually ask us to come in front to the class one by one to translate the English text)
4. Researcher: Jika menemui kesulitan dalam menerjemahkan teks Bahasa Inggris, apa yang akan Kamu lakukan?  
(If you find the difficulties in translating English text, what will you do?)  
Student: bertanya sama teman sebangku, karna kami gak punya kamus atau kami bertanya sama guru Kami.  
(Asking my friend because we do not have dictionary and we ask our teacher)
5. Researcher: apakah kamu sangat menikmati kegiatan menerjemahkan teks Bahasa Inggris?  
(Do you enjoy the activity of translating English text?)  
Student: iya, kalau teksnya mudah dipahami pasti kami paham, tapi kalau teksnya terlalu panjang seringkali membuat pusing  
(Yes, if the text easy, we will understand but if the text is too long make confuse)

6. Researcher: apa media yang biasa digunakan dalam kegiatan belajar menerjemahkan teks Bahasa Inggris?

(What kind of media that used in translating English text?)

Student: paling sering dengan buku Bahasa Inggris, tapi kadang kadang kami pake infokus nonton gitu miss. Terus disuruh baca teks nya kemudian diartikan sama sama

(It is very often using reading book, but it is often use infocus and watching. And read the text and translate the text together)

7. Researcher: apakah kamu berinisiatif sendiri untuk bertanya saat menemukan kesulitan dalam menerjemahkan teks Bahasa Inggris?

(Do you have any initiative to ask while you get difficulties in translating text?)

Student: iya miss. Tapi kadang-kadang saya kurang berani mis, takut salah terjemahannya

(Yes miss. But I'm not too brave because I am afraid if I am wrong when translate)

8. Researcher: bagaimana tingkat kesulitan menerjemahkan teks Bahasa Inggris yang diajarkan oleh guru di dalam kelas?

(How about the difficulties of translating English text teach by the teacher?)

Student: kebanyakan yang sulit miss

(Mostly, hard)

9. Researcher: apakah kamu sering diberi tugas menerjemahkan oleh guru?

(How often your teacher give you translating homework?)

Students: enggak miss. Karna kami belajarnya dikelas aja

(No, We just study in the classroom)

### **Interview Sheet with the Teacher before Using Newmark Strategies**

1. Researcher: Biasanya cara-cara apa yang ibu gunakan dalam mengajar translating?

(What kind of strategy that you usually use in teaching translating?)

Teacher: biasanya buat kelompok 5 atau 6 orang gitu satu kelompok, kadang-kadang kelompok kecil seperti satu kelompok dalam sebangku

(Make a group consists of 5 or 6 or make a small group in a seat)

2. Researcher: Apakah siswa bisa mengikuti pelajaran dan menikmati aktivitas translating di kelas?

(Are the students can follow the learning process and join the activity of translating in the class?)

Teacher: bisa

(Yes)

3. Researcher: Dari mana materi terjemahan yang Ibu biasa gunakan?

(Where you find the translating material?)

Teacher: dari buku, dari internet

(English book, internet)

4. Researcher: Biasanya dalam satu pertemuan bisa menggunakan berapa teks?

(How many texts used in a meeting?)

Teacher: satu, cukup satu

(Only one)

5. Researcher: Media apa yang biasa Ibu gunakan dalam mengajar translating?

(What kind of media that you use in reading?)

Teacher: buku Bahasa Inggris, infokus

(English book, proyektor)

### **Interview Sheet with the Students after Using Newmark Strategies**

1. Researcher: Bagaimana pendapat kamu tentang proses belajar mengajar menerjemahkan tadi? Apakah terdapat perbedaan dari sebelumnya?  
(How do you think about the reading teaching learning process? Is there any differences between after and before?)  
Student: ada miss, rupanya Bahasa Inggris itu gak sulit ya miss kalo kita pahami maksudnya, apalagi kita bisa mengartikan teksnya.  
(Yes miss, I think that English is as not hard as I think if we understand even we can translate the meaning)
2. Researcher: Apakah menurut kamu pembelajaran tadi lebih membuat kamu termotivasi atau senang dalam belajar membaca?  
(According to you, which one makes you motivated or enjoy in study translating?)  
Student: iya miss  
(Yes miss)
3. Researcher: Apakah menurut kamu pembelajaran tadi memberi kesempatan kamu untuk lebih banyak berinteraksi dengan teman-teman dan guru dalam belajar membaca?  
(According to you is the process give a chance for you to be more get interaction to your friends and teacher in study translating?)  
Student: iya miss, tapi sayangnya gak banyak teman saya yang mau diajak belajar sama-sama untuk bahas teks gitu miss. Terus mengartikannya  
(Yes miss but not all of my friends do not want to study together to discuss about a text and translate it)
4. Researcher: Menurut kamu apakah kelebihan dari pembelajaran yang baru saja dilaksanakan dibandingkan dengan sebelumnya?  
(According to you is there any plus thing from that study than before?)  
Student: berasa kayaknya belajar Bahasa Inggris itu lebih enak diajarin sama miss lah. Beda gitu sama guru kami ngajarkan  
(It is easier to study with you than our teacher it selves)



### **Interview Sheet with the Teacher after Using Newmark Strategies**

1. Researcher: Bagaimana pendapat ibu tentang proses belajar mengajar menerjemahkan yang menerapkan Newmark strategies? Apakah terdapat perbedaan dari sebelumnya?

(According to you, how about translating teaching learning process by using Newmark strategies? Is there any differences between after and before using the technique?)

Teacher: bagus, kayaknya ada perubahan sama anak-anak. Strategi Newmark yang kamu ajarkan ke mereka sedikit sedikit bisalah ibuk contoh

(Good, it is look change. I try the Newmark Strategies you taught)

2. Researcher: Menurut ibu apa pengaruh dari action yang baru saja diterapkan terhadap motivasi siswa dalam belajar menerjemahkan?

(According to you what is the effect from the action that I have taught to the students' motivation in study translating?)

Teacher: anak- anak lebih semangat kalo udah saya masuk kelas. tapi memang kebiasaan mereka minta sambil cerita-cerita gitu belajarnya supaya lebih semangat alasannya.

(The students have more spirit to enter the class. But they like better talking and study to be more spirit)

3. Researcher: Menurut ibu apa pengaruh dari action yang baru saja diterapkan terhadap interaksi siswa dalam belajar menerjemahkan?

(According to you what is the effect from the action that I have taught to the students' interaction in study translating?)

Teacher: siswa sebelum dan sesudah ada action itu kayaknya interaksinya tetep bagus. Kalo gak tau artinya tanyak-tanyaan. Disuruh jawab soal, malah kerja sama

(Before and after did the action, the students interaction are still good. If they do not know the meaning they will ask each other. If they ask to answer the questions, they choose to work together)

4. Researcher: Menurut ibu apakah kelebihan dari action yang baru saja dilaksanakan?

(According to you what is the plus effect from the action that have done?)

Teacher: siswa lebih bersemangat belajarnya

(The students have better motivation)

5. Researcher: Menurut ibu apa saja kekurangan-kekurangan dari action yang telah diterapkan tadi?

(According to you what is the minus from the action that have done?)

Teacher: kekurangannya mereka gak terlalu paham kalo ada idiom-idiom di dalam teks. Itu yang sering buat mereka bingung. Karna mereka masi mengartikannya kata per- kata. Tapi udah cukupklah peningkatannya ada.

(The deficiency, they not too understand some idioms in the text. that's make them confuse. But it has showed their prestigious)

6. Researcher: Apa saran-saran ibu untuk action berikutnya?

(What are the suggestions that you can give to the next action?)

Teacher: medianya kalo bisa divariasikan, supaya tujuan pencapaian kamu bisa berhasil. Itu ajalah

(You can make a new variation for the media, it is used to get your achievement)

## **APPENDIX L**

### **DIARY NOTES**

#### **Friday, Mei 18th, 2018 (meeting I)**

The first meeting was used for pre-test. In this moment, most of the students were present at the day. The students had not taught about anything related to the material would be search. So, the students felt confuse because they do not have preparation before doing the test. It was seemed while they were doing the test by themselves. To neutralize the problem, the researcher give them a stimulus such brain storming before did the test. The researcher give them such a game and finished it with take a breath deeply and thrown it step by step. The students started to be concentrated. But most of them give bed result in the pre-test.

#### **Saturday, Mei 19th, 2018 (meeting II)**

In the second meeting was concentrated to the teaching learning process of showing a strategy to the students. The students give good response in this meeting and it makes them enjoy the situation. In this meeting the researcher explain how important to study English especially translating. The students looked enjoy the class so the researcher shown a strategy of Newmark to make translating easier and enjoyment. After understand the strategy, the researcher gave the students a test related to the Newmark strategy as treatment to the students. And the result were the students gave good response.

#### **Tuesday, Mei 22nd, 2018 (meeting III)**

In the third meeting, the researcher started to give the post-test I, but before that the researcher reviewed the material about Newmark strategy, after that the researcher gave the post-test I to the students. The result were excited, because they gave good improvement in the test. Most of them got up to 75 from the passing grade.

**Wednesday, Mei 23th, 2018 (meeting IV)**

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher did not review and did not give treatment to the students, because the researcher considered that the students had a knowledge that had taught before. And finally they were really showed excited result. Most of them got score up to 85 to 100 higher than the passing grade.

## APPENDIX M

Robbie  
PRETEST

3/2/0 Mei 2018

*Read the following text carefully, and then translate into Bahasa Indonesia!***State Museum of North Sumatera Utara**

State Museum of North Sumatera Province was opened on 19 April 1982 by the Ministry of Educational and Culture Dr. Daed Yoesoef, however the first collection which is the stone "Makara" statue was laid by the first president of the Republic of Indonesia, Ir. Sukarno in 1945. Therefore, this museum is popularly known as Statue Building (Indonesian: Gedung Arca). Architectural, the main building this museum form adopts the form of traditional houses of North Sumatera. The gable of the roof is embellished with ornaments of the ethnic of Malay, Batak Toba, Simalungun, Karo, Angola/Mandailing, Pakpak and Nias. Based on its collection, State Museum of North Sumatera Province is categorized as a general museum.

Most of the collections are cultural properties and historical objects of all over North Sumatera rejoin since prehistoric times, Hinduism-Buddha period, Islamic kingdom era, until the period of the struggle for Indonesia's independence and modern times. By the year of 2013, the State Museum of North Sumatera Province has total collections of more than 7000 items.

Museum negeri provinsi sumatra utara.

museum negeri provinsi sumatra utara di buat / di buat pada tanggal 19 april 1982. oleh kementerian Pendidikan & kebudayaan. DR. DAUD YUSUF. tetapi bagaimana koleksi yg pertama, baru akora museum pertama indonesia di buat oleh presiden ir. Sukarno 1945. sampai saat itu museum tersebut mengadakan mendirikan museum. (Gedung arca indonesia.)

-ce (Museum Negeri Sumatera Utara) 30-31 Mei 2018

Museum negeri provinsi sumatra utara telah dibuka dari tanggal 19 April 1982 oleh menteri pendidikan dan kebudayaan Dr. Daed Yoesoef. adapun koleksi pe

Museum  
Post test I

31 Mei 2018

Museum Negeri Sumatera Utara

Museum negeri Sumatera utara dibuka pada tanggal 19 April 1982 oleh menteri Pendidikan dan Kebudayaan Dr. Daed Yoesoef, Bagaimanapun koleksi pertama adalah batu "Makara" yang diletakkan oleh presiden pertama Republik Indonesia, Ir. Sukarno pada tahun 1945. Oleh karena itu, museum ini terkenal sebagai bangunan negeri (Indonesia: Gedung arca). Arsitekturnya, bangunan pokok museum ini bentuknya diambil dari bentuk rumah tradisional dari Sumatera utara. Atap depan dihiasi dengan ornamen dari suku Melayu, Batak Toba, Simalungun, Karo, Angkola / Mandailing, Pakpak dan Nias. Berdasarkan koleksinya, Museum Negeri Sumatera utara dikelompokkan sebagai museum umum.

Banyak koleksi-koleksi kekayaan budaya dan objek sejarah semua mengikuti Sumatera utara sejak ~~Prasejarah~~ masa Prasejarah, Zaman Hindu-Buddha, Di Zaman Kerajaan Islam, ~~Prasejarah~~ sampai ~~Prasejarah~~ Zaman Perjuangan Kemerdekaan Indonesia dan ~~Prasejarah~~ Zaman modern. Pada tahun 2013, Museum negeri provinsi Sumatera utara memiliki koleksi lebih dari 7000 items.

## Post-Test II

### Monumen Nasional Monas

3/10/2020

Monumen Nasional, atau yg populer di sebut "Monas" adalah salah satu monumen yg di bangun Pada era Soekarno. Bagian atas monumen nasional adalah kotak kebebasan. dan Perobatan Uluha mereka dalam Proklamasi kemerdekaan Pada agustus 1945. bangunan Marmer setinggi 137 m itu dilapisi dengan nyala api yg dilapisi dengan 38 kg emas. lantai bawah merupakan museum berskala dan aula untuk pertemuan. Monumen ini tubuka untuk umum dan juga bisa memblnwa Pengunjung ke puncak yg menawarkan pemandangan kota dan laut.

Pergilah lebih pagi supaya tidak terlalu panas dan tidak ada kabut asap. Monas juga sangat ramah bagi orang2 yg berkebutuhan khusus. Pameran diorama di ruang bawah tanah memberikan Penjelasan tentang sejarah Indonesia. Kontribusi di mulai Pada tahun 1961. Di bawah Presiden Soekarno namun tidak selesai sampai tahun tahun 1945. Di bawah Presiden Soeharto. Monumen tersebut menjang beberapa museum.



APPENDIX N

DOCUMENTATION



Pre-Test



Researcher Explain Newmark Strategies





Post Test I



Post Test II



مؤسسة المركز الإسلامي للدراسات والبحوث  
**YAYASAN ISLAMIC CENTRE SUMATERA UTARA**  
**MADRASAH ALIYAH TAHFIZHIL QUR'AN-MEDAN**

Status Terdaftar NSM: 131212710027 NPSN: 69734232

Sekretariat: Jl. Willem Iskandar/Pancing Telp. 061-6627322-6627332 Medan-20222

**SURAT KETERANGAN**

NO : 1305/MA/YIC-SU/V/2018

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara dengan ini menerangkan bahwa :

Nama : SITI MARYAM  
 T.Tgl Lahir : Panyabungan, 05 Agustus 1995  
 NIM : 34143105  
 Jurusan : Pendidikan Bahasa Inggris

Adalah benar nama-nama tersebut diatas telah melaksanakan Riset di Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara pada tanggal 16 s/d 31 Mei 2018 dengan judul " **IMPROVING THE STUDENTS' ABILITY IN TRANSLATION BY USING NEW MARK STRATEGIES AT ELEVENTH GRADE OF MAS TAHFIZHIL QUR'AN MEDAN** "

Demikian Surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 31 Mei 2018

Madrasah Aliyah Tahfizhil Qur'an Medan  
 Kepala.



*[Handwritten Signature]*

**CHABULUS RANGKUTI, M.Pd.I**

## BIOGRAPHY



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- Advisors : 1. Dr. Hj. Tien Rafida, S.Ag, M.Hum  
2. Utami Dewi, S.Pd, M.Hum
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