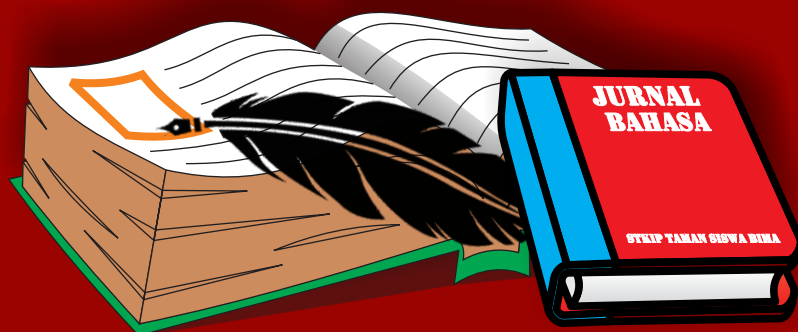


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## Penerapan Ekstensif Reading untuk Pengembangan Kemampuan Membaca Mahasiswa Semester V Program Studi Bahasa Inggris STKIP Taman Siswa Bima 2017/2018

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### ABSTRAK

Membaca adalah salah satu bagian penting dari proses mendapatkan informasi dalam pembelajaran. Kemampuan membaca mahasiswa dapat ditingkatkan dan dikembangkan dengan penerapan ekstensive reading. Penelitian ini bertujuan untuk mengembangkan kemampuan membaca mahasiswa dengan penerapan ekstensive reading. Penelitian ini dilaksanakan pada mahasiswa semester V Program Studi Pendidikan Bahasa Inggris STKIP Taman Siswa Bima. Penelitian ini dilakukan pada kelas mata kuliah *Reading*. Sampel diambil dengan menggunakan metode *purposive sampling* teknik yang berjumlah 10 orang laki-laki dan 18 orang perempuan. Hasil penelitian menunjukkan adanya pengembangan kemampuan membaca mahasiswa pada mata kuliah reading khususnya pada level bahan bacaan atau *graded reader*, kecepatan membaca atau *reading speed*, dan level pemahaman bahan bacaan atau *understanding texts level*. Hasil dari penelitian ini menunjukkan adanya perkembangan kemampuan membaca pada semua mahasiswa terutama dalam aspek *reading speed*, peningkatan level bahan bacaan dan pemahaman dalam membaca meskipun tidak secara signifikan.

**Kata kunci:** *ekstensif, reading, kemampuan membaca*

### PENDAHULUAN

Membaca memiliki peranan penting dalam kehidupan manusia untuk mencapai kesuksesan hidup. Dengan membaca seseorang akan mendapatkan ilmu yang bermanfaat (Tarigan 1994:7). Kemampuan membaca seseorang dinilai dari pemahaman mereka terhadap isi bacaan, kemampuan mereka mendeskripsikan atau menceritakan kembali apa yang telah mereka baca, dan kemampuan memahami pesan yang ada dalam bacaan. Kemampuan-kemampuan ini, jika telah dimiliki oleh seorang pembaca, maka pembaca tersebut dapat dikategorikan sebagai pembaca yang baik atau *comphrehensif*.

Kemampuan membaca secara komprehensif ini yang kemudian belum dimiliki oleh semua mahasiswa program studi pendidikan bahasa inggris, khususnya yang mengambil matakuliah *reading*. Mereka masih kesulitan dalam memahami isi teks yang mereka baca, apalagi ketika diminta untuk mendeskripsikan atau menceritakan kembali isi teks tersebut, mereka tidak mampu. Ketidak mampuan tersebut

mengisyaratkan bahwa mereka memiliki tingkat kemampuan membaca yang masih rendah, sehingga sebagai pengajar tentu hal ini merupakan tantangan yang harus diselesaikan. Kenyataan ini didapat setelah melakukan observasi intens di kelas pada matakuliah *reading*.

Dari hasil observasi pada mahasiswa semester V Program Studi Pendidikan Bahasa Inggris maka: (1) Kegiatan pembelajaran matakuliah *reading* harus dirancang agar mahasiswa lebih aktif di kelas. (2) Menggunakan teks-teks dengan judul bacaan yang menarik minat baca mahasiswa (3) Merubah persepsi berpikir mahasiswa yang menganggap bahwa membaca merupakan kegiatan yang hanya sekedar dilakukan tanpa perlu memahami, mengerti, dan menangkap isi pesan dari teks yang telah mereka baca.

Salah satu upaya yang dapat dilakukan untuk mengembangkan kemampuan membaca mahasiswa adalah dengan penerapan *extensive reading* dalam pembelajaran matakuliah *reading*. *Extensive reading* adalah sebuah

pendekatan yang memungkinkan mahasiswa agar dapat belajar dengan menyenangkan namun dengan target capaian berupa perkembangan kualitas pembaca itu sendiri.

Dalam penerapannya, mahasiswa akan dibebaskan untuk memilih bahan bacaan yang mereka suka, dengan graded atau tingkatan tertentu, dimana graded atau tingkatan tersebut akan menjadi tolak ukur perkembangan kemampuan membaca mahasiswa. Berdasarkan penjelasan ini maka peneliti ingin melakukan penelitian dengan judul "Penerapan Extensive Reading Untuk Meningkatkan Kemampuan Membaca Mahasiswa Program Studi Pendidikan Bahasa Inggris Semester V STKIP Taman Siswa Bima 2017/2018.

Ekstensive reading yaitu membaca secara luas. Objek dari extensive reading meliputi sebanyak mungkin teks yang dibaca dalam waktu sesingkat mungkin. Membaca secara extensive bacaan atau teks menuntut untuk memahami isi bacaan atau teks yang penting dengan cepat sehingga kegiatan membaca secara efektif dapat terlaksana (Tarigan 1994:31). Berdasarkan dari kutipan pernyataan ini, extensive reading merupakan pendekatan kegiatan yang memungkinkan pembaca dapat membaca teks atau bahan bacaan dengan lebih luas, cepat dan dapat memahami apa yang telah dibaca.

Extensive reading memiliki tujuan dan tuntutan. Tuntutan dari penerapan pendekatan ini adalah pembaca harus mampu memahami informasi penting yang terdapat dalam teks dengan cepat sehingga membaca secara efektif akan terlaksana. Dua hal yang ditekankan dalam Extensive reading, yaitu cepat dan tepat. Cepat berarti kemampuan untuk memanfaatkan waktu seefektif mungkin untuk menemukan informasi-informasi yang ada dalam teks. Tepat berarti informasi yang didapat merupakan informasi yang tepat meskipun proses membaca dilakukan dengan cepat.

Ekstensive reading dibedakan menjadi tiga jenis, meliputi: 1) Membaca survei (*survey reading*). Membaca survei adalah kegiatan membaca extensive yang sebelum memulai membaca, kita meneliti terlebih dahulu,

mensurvei apa yang akan kita telaah, mensurvei bahan bacaan yang akan kita pelajari dengan cara: (a) memeriksa, meneliti indeks-indeks, daftar kata-kata yang terdapat dalam buku-buku, (b) Melihat, memeriksa, meneliti judul-judul bab yang terdapat dalam buku yang dibaca, dan (c) Memeriksa, meneliti bagan, skema. Kecepatan serta ketepatan dalam mensurvei bahan bacaan sangat penting, hal ini turut menentukan berhasil tidaknya seseorang dalam mencapai studinya. 2) Membaca sekilas (*skimming*). Membaca sekilas adalah jenis membaca yang membuat mata kita bergerak dengan cepat melihat, memperhatikan bahan tertulis untuk mencari serta mendapatkan informasi. Tujuan dari membaca sekilas adalah untuk mendapatkan sesuatu dari kegiatan membaca yang dilakukan secara sekilas dan diharapkan mampu mendapatkan informasi yang diinginkan. 3) Membaca dangkal (*superficial reading*). Membaca dangkal adalah salah satu membaca extensive yang bertujuan untuk memperoleh pemahaman yang dangkal yang bersifat luaran atau tidak mendalam dari suatu bahan bacaan. Membaca dangkal merupakan kegiatan membaca yang dilihat dari segi hasil. Membaca dangkal dilakukan untuk memperoleh kesenangan, membaca bacaan yang ringan untuk mendapatkan kebahagiaan.

Teknik evaluasi dalam ekstensif reading adalah 1) Book report, summerises, and presentation yaitu mahasiswa akan menuliskan ringkasan atau mempresentasikan secara langsung mengenai isi buku atau teks yang telah mereka baca. Selain dari pada itu, mereka juga diminta untuk memberikan komentar terhadap buku atau teks tersebut berdasarkan pendapat pribadi masing-masing mahasiswa. 2) Giving grades atau memberikan Grades kepada mahasiswa berdasarkan banyaknya kata yang telah mereka baca. Pemberian grades berdasarkan tabel tingkatan bahan bacaan dalam Ekstensif Reading dibawah:

**Tabel 1.** Tingkatan bahan bacaan dalam Ekstensif Reading

starter	beginner	elementary	Low interm	intermediate	Hi interm	advanced	bridge
300 kata	400-500 kata	600-800 kata	1000-1200 kata	1600 kata	1900 kata	2200 kata	3000 kata

Berdasarkan tingkatan bahan baca dari tabel diatas, maka mahasiswa akan mulai membaca teks dengan level starter, kemudian tingkat pemahaman mereka di evaluasi dengan melihat seberapa banyak kata yang mereka pahami. Setelah mereka memenuhi standar untuk level starter, maka mereka akan melanjutkan ke tingkat berikutnya (based on TOEFL and TOEIC). 3) Measuring Reading Speed. Mahasiswa akan diminta untuk membaca buku atau teks berdasarkan level atau tingkatan bahan bacaan mereka dengan durasi tiga menit. Setelah mereka selesai membaca akan di hitung berapa jumlah kata yang telah mereka baca atau menentukan level bahan bacaan mereka. Banyaknya kata yang telah mereka baca selama tiga menit kemudian akan dibagi tiga untuk mengetahui reading speed atau kecepatan membaca mereka.

Jumlah kata yang dibaca selama 3 menit dibagi 3 = kecepatan membaca per menit (reading speed) 4) Informal Monitoring. Informal monitoring dilakukan untuk melihat atau memonitor mahasiswa selama kegiatan membaca berlangsung dengan menggunakan pendekatan ekstensif reading dengan kriteria: a) Apakah mahasiswa menunjukkan ekspresi atau sikap paham terhadap buku atau teks yang mereka baca? Atau apakah mahasiswa terlihat bosan atau tidak tertarik terhadap bacaan mereka?. b) Apakah mahasiswa tertawa atau tersenyum ketika mereka membaca kata atau kalimat-kalimat lucu yang ada dalam buku atau teks? Atau mereka terlihat sedikit khawatir dalam suasana yang menyenangkan?. c) Apakah mahasiswa menikmati membaca buku sambil duduk? Atau mereka duduk dibelakang atau

tempat tersembunyi dan terlihat mengantuk? d) Apakah mahasiswa terlihat sering membalik halaman buku atau teks yang mereka baca? Apakah mereka terlihat seperti membaca dengan pelan dan menikmati bacaannya (dengan menggerakkan jari-jari mereka sepanjang halaman) e) Apakah mereka membaca ulang beberapa bagian dari buku atau teks? f) Apakah mahasiswa terlihat sering membuka kamus untuk mencari arti kata-kata yang mereka baca? 5) Informal oral comprehension check while, or after, reading a book. a) Mahasiswa dapat menceritakan kembali buku atau teks yang telah mereka baca dengan lancar. b) Mahasiswa dapat menceritakan kembali buku atau teks yang telah mereka baca dengan penuh ekspresi dan juga menjelaskan bagian mana yang mereka suka atau tidak suka dalam buku atau teks yang mereka baca. c) Mahasiswa dapat menyebutkan dan menjelaskan pemeran utama dalam buku atau teks yang mereka baca, dan menceritakan apa yang menarik dalam buku atau teks tersebut. d) Mahasiswa dapat mencerita dengan baik bagaimana kisah atau cerita dalam buku atau teks yang mereka baca berakhir. Apakah cerita dalam buku dan teks yang mereka baca berakhir bahagia atau sedih.

**Tingkatan Pemahaman Membaca**

Dalam penerapan pendekatan extensive reading pembaca akan di kategorikan atau diberikan tingkatan berdasarkan pemahaman atas teks atau buku yang telah mereka baca. Tingkatan pemahaman ini dimulai dari yang level terendah yaitu beginner sampai level yang tertinggi yaitu advanced (Camridge University Press).

**Tabel 2.** Tingkatan pemahaman dari level beginner sampai level advance

Beginner	Elementary	Intermediate	Upper Intermediate	Advanced
Alphabet 1-50	Early 301-400	Early 801-1000	Early 1501-1800	Early 2401-3000
Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti
Early 51-100	Mid 401-600	Mid 1001-1250	Mid 1801-2100	Mid 3001-3600

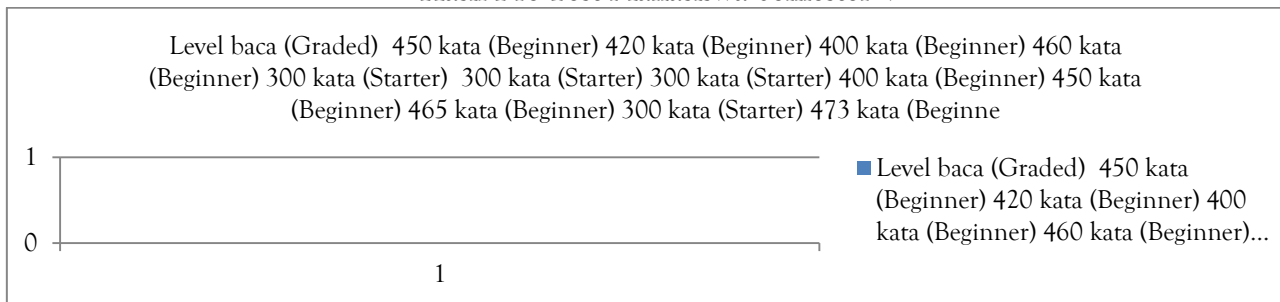
Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti
Mid	High	High	High	High
101-200	601-800	1251-1500	2101-2400	3601-4500+
Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti	Kata yang dimengerti
High				
201-300				
Kata yang dimengerti				

**METODE PENELITIAN**

Penelitian ini adalah penelitian quantitative dengan menggunakan metode pre-eksperimental desain. Metode ini melibatkan satu kelompok, dimana satu kelompok tersebut akan diberikan pre-test, perlakuan (treatment), dan post-test. Dalam desain penelitian pre-eksperimen ini tidak melibatkan kelompok kontrol (control group) L. Gay (1995:102). Subjek dalam penelitian ini adalah mahasiswa STKIP Taman Siswa Bima Program Studi Pendidikan Bahasa Inggris Semester V 2017/2018 dengan jumlah mahasiswa sebanyak 28 orang. Subjek penelitian di ambil dengan

menggunakan teknik *purposive sampling*. Data dikumpulkan melalui observasi, pemberian pre dan post test, dan wawancara. Observasi dilakukan untuk melihat sikap dan perilaku mahasiswa selama penelitian berlangsung. Pre-test diberikan untuk mengetahui kemampuan awal mahasiswa dalam membaca, Post test diberikan untuk mengetahui perkembangan kemampuan membaca mahasiswa setelah penerapan ekstensif reading. Kemudian wawancara dilakukan untuk mengetahui respon mahasiswa terhadap penerapan ekstensif reading dalam peningkatan kemampuan membaca mahasiswa.

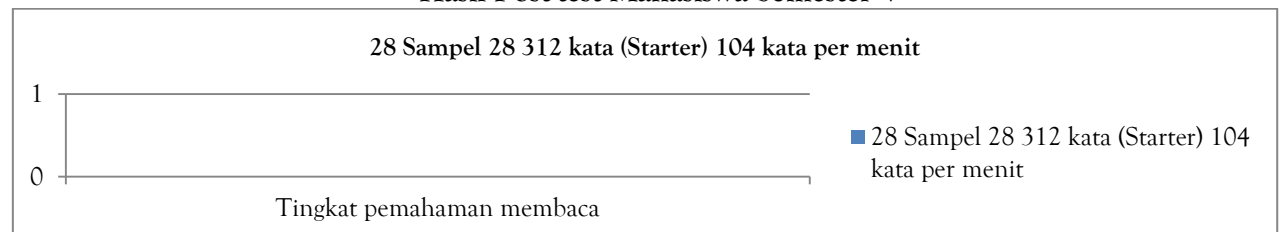
**Temuan dan Pembahasan  
Hasil Pre-Test Mahasiswa Semester V**



Berdasarkan tabel hasil pre-test di atas diketahui bahwa dari 28 sampel yang ada, terdapat 13 orang sampel yang masuk dalam kategori begginer graded, dan 15 orang sampel yang masuk dalam kategori starter graded. Sedangkan kecepatan membaca atau reading

speed yang di miliki oleh rata-rata sampel berada di kecapatan baca 100 kata permenit sampai 160 kata permenit. Tingkatan pemahaman membaca sampel yang paling rendah berada di early beginner level dan yang tertinggi berada di mid elementary level.

**Hasil Post-test Mahasiswa Semester V**



Berdasarkan hasil tabel post-test diatas di ketahui bahwa terjadi perkembangan terhadap level baca (graded level), kecepatan baca (reading speed), dan tingkat pemahaman membaca. Perkembangan terhadap tiga aspek tersebut terjadi setelah dilakukan pengajaran pada mata kuliah reading dengan menggunakan pendekatan ekstensif reading, meskipun perkembangan tersebut tidak terjadi secara signifikan.

Perkembangan kemampuan membaca yang terjadi pada mahasiswa semester V selain meliputi tiga aspek yaitu level baca (graded level), kecepatan baca (reading speed), dan tingkat pemahaman membaca, juga menumbuhkan kesadaran dan motivasi mahasiswa untuk membaca buku atau teks yang berbahasa Inggris.

#### KESIMPULAN

Penerapan pendekatan ekstensif reading dalam pembelajaran mata kuliah reading sangat efektif untuk membantu mengembangkan kemampuan membaca mahasiswa. Kemampuan membaca mahasiswa berkembang pada aspek level baca, kecepatan baca, dan tingkat pemahaman membaca. Ketiga aspek tersebut berkembang meskipun tidak secara signifikan.

Hasil dari penelitian ini berdampak pada beberapa hal seperti: pertama, penerapan pendekatan ekstensif reading dapat membantu mengembangkan kemampuan membaca mahasiswa pada tiga aspek yaitu level baca kecepatan baca, dan tingkat pemahaman membaca. Kedua, pendekatan ekstensif reading juga membuat mahasiswa termotivasi untuk membaca dan meningkatkan kemampuan membaca (reading ability) mereka. Ketiga, berdasarkan dari hasil penelitian yang telah dilakukan maka pendekatan ekstensif reading merupakan salah satu pendekatan yang cukup efektif untuk digunakan oleh pengajar mata kuliah atau mata pelajaran reading untuk pengembangan kemampuan membaca mahasiswa atau siswa.

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## Students' Communicative Competence: A Descriptive Study In English Education Program At STKIP Taman Siswa Bima

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### ABSTRAK

Students' Communicative Competence: A Descriptive Study in English Education Program at *STKIP Taman Siswa Bima*. The Objective of Study IS To describe the students communicative competence. AND To describethe factors that affect their communicative competence. In this research, the writer used qualitative descriptive method. According to Ary (1997: 219) about qualitative descriptive is design to obtain information concern the current status of phenomena and he also states that the qualitative data is described by sentences Based on the data findings above, the writer found 13 tottaly data which devided into 7 the students weakness in communicative competence especially about sociolinguistic competence and 6 factors that influences the students weakness in communicative competence especially about sociolinguistic competence. The students' weakness in communicative competence especially about sociolinguistic competence.

**Key Words:** *Communicative Competence, descriptive study*

### INTRODUCTION

Communicative competence is the ability to understand and use language effectively to communicate in authentic social and school environments. Canale and Swain (1980) proposed their own theory of communicative competence that minimally includes four main competencies: grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. They pointed out that grammatical competence would be unimportant concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances.

Strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence as to how to help students acquire communicative competence in the classroom. From the forth components of communicative competence that have explained

above, the writer is interested to research about "Sociolinguistic Competence". Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatics and sociolinguistic knowledge about how to use language linguistically and socially appropriately for the communication situation. However a number of studied highlight the lack of such communicative skills among of EFL learners regardless of their profeciency level of linguistic knowledge of language as much as grammatical knowledge of the language being learnt To describe the students communicative competence. To describethe factors that affect their communicative competence. Such as in the classroomwhen teaching and learning process,when they start to use English for actual communication, the students are able to find what is appropriate to say, how it should besaid, when and to whom it should be said in different social situations in which they find themselves, in other words how to speak with their friends is different with how to speak with their lecturer and how to speak in a formal situation is different with how to speak in unformal situations. Not only it, but also about how are they

communicate outside the classroom and with whom they do it will also be analyzed by researcher. For example, are the way they communicate with their peers will be same as the way they communicate with their senior or their junior or not, even though they are aware that they are not being in the formal situation like in the classroom. For the examples, the first example is taken in informal situation.

Student: *Hey, What's up bro?*

Participant's: Hello, I'm fine.

This utterance is used by a student in greeting his senior at campus. It is inappropriate in a particular social context. Even the situation is outside the classroom, but the participants or the hearer is older than him. The second example is taken in formal situation.

Student: *I'm sorry for come late miss, because I have other business.*

Participant: It's ok.

This utterance is used by a student when he come late to the class. It is inappropriate to express in a formal situation. Moreover that utterance is expressed to his lecture, it is heard rather unpolite and that utterance may changed become *I'm sorry miss for coming late, because I have to finished my other bussines first*. According to sociolinguistic competence and pragmatic theory, when we want to communicate with someone we have to know and more attention to with whom, when and where we did it, so that we can do it in polite way.

One of the factor that causes it is because they come from the different regency, so automatically their habits and their culture will be different too. Such as Ya (2008) argues that one of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence. To put it differently, what is appropriate in one cultural situation might be entirely inappropriate in another one. The language learner often cannot differentiate between the rules of speaking of his or her native context and those of the target context.

Communication in the classroom is embedded in focused meaning activity. This

requires lectures to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication (Richards and Willy a. Renandya, 2002).

Therefore, in formal environment between lectures and students have to always interact to make communication. Because in fact, most of our daily communication remain interactional. It can interact in language is essential.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

In other view, speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they would bring just this affect.

The utterance above has the intention that Tiana wants to ask Charlotte in order that she stays waiting her Prince and meets him because she believes that the Prince would come to the party. Then, the speech act in which the characters observed tact maxim is request act. The utterance *"Just calm down and takes a deep..."* has the illocution that Tiana wants to console Charlotte in order to be calmer.

### Communicative Competence

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication.

### Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Willy a. Renandya (2002) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

### Sociological Variables

In this item, the writer will also explain about many theories that related with sociolinguistic competence, thus about Age, Gender and Social Statuses.

### Age

According to Michael W. Eysenck (2004) in his *Adolescence, adulthood and old age* book's that In the United States, all people over eighteen years old are considered adults, but there is a large difference between a person who is twenty-one years old and a person who is forty-five years old.

### Gender

Kulick, 2003, and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social, and cultural differences between males and females. Wodak (1997b, p.

13) says that gender is 'not a pool of attributes "possessed" by a person, but something a person "does." ' Elsewhere (1997a, p. 4) she adds that 'what it means to be a woman or to be a man (also) changes from one generation to the next and varies between different racialized, ethnic, and religious groups, as well as for members of different social classes. In such a view, gender must be learned anew in each generation. Cameron (1998b, pp. 280-1) states that view in a slightly different way. Men and women are members of cultures in which a large amount of discourse about gender is constantly circulating.

### RESEARCH METHOD

In this research, the writer used qualitative descriptive method. According to Ary (1997: 219) about qualitative descriptive is design to obtain information concern the current status of phenomena and he also states that the qualitative data is described by sentences (Arikunto 1999:45).

Source of the data is talking about where the writer took and collecting the data. There are two kinds of source data: 1. Primary Data Source. In collecting the primary data, the writer record the students' utterances that will be analyzed in English Education Program at STKIP Taman Siswa Bima. 2. Secondary Data Source: The secondary data source which is used to support and complete the primary data usually was ranged into documents model (Sumardi Suryabrata, 1983:39). The data is taken from many kinds of books and relevant materials such as book of communicative competence theory, pragmatics theory, politeness.

Instrument is the tool that is used to collect the data (Arikunto, 1998:215). Based on the statement above, the main instrument to collect the data, the writer used recorder to record the students' voice when they communicate with their friends, lecturers, senior and their junior, it can be in formal situation or informal situation. In collecting the data, the writer applied the following activities: 1. Observation: Observation is method used by participating in the activities that the students and lecturer were doing. It means that observation conducted by the

participant observe. Furthermore the writer consulted to the English lecturer especially about their schedule and also observed them when they did an interaction process with whoever and whenever they are. 2. Recording: Recording is one of the process collecting data that the writer did to get the data based on the writer need to research or analyze. 3. Interview: Interview employed to gain information about what are the factors that influence the students weakness in sociolinguistic competence. Besides, this technique also could fitted what the writer need or what the writer did not get in used another technique like recording, etc. 4. Make a note: In this point, beside record their voice, the writer also made a note or write down what the writer need to research and analyze when the communication process ongoing. To analyzed the data obtained, the writer used descriptive qualitative method of analysis. Miles and Huberman (1994) propose breaking qualitative analysis into the following steps: 1. Data reduction: This step involves selecting, focusing, considering and transforming data. The process should be guided by thinking about which data best answer the evaluation questions. 2. Data display: This involves creating and organized, compressed way of arranging data (such as through a diagram, chart, matrix, or text). The display should help facilitate identifying themes, patterns and connections that help answer your evaluation questions. This step usually involves coding, where you mark passages of text (or parts of images or sections of a video, etc.) that have the same message or are connected in some way and then you write an accompanying explanation of what the selected passages have in common. 3. Conclusion drawing and verification: During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

## FINDINGS AND DISCUSSION

From the result of data analysis and discussion, the writer analyzed the data obtained, the writer used descriptive qualitative method of analysis. Miles and Huberman (1994) propose breaking qualitative

analysis into the following steps: 1. Data reduction: This step involves selecting, focusing, considering and transforming data. The process should be guided by thinking about which data best answer the evaluation questions. 2. Data display: This involves creating and organized, compressed way of arranging data (such as through a diagram, chart, matrix, or text). The display should help facilitate identifying themes, patterns and connections that help answer your evaluation questions. This step usually involves coding, where you mark passages of text (or parts of images or sections of a video, etc.) that have the same message or are connected in some way and then you write an accompanying explanation of what the selected passages have in common. 3. Conclusion drawing and verification: During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified. *First*, when communication process on going in social life especially in campus environment, most of the students did not much pay attention about the participants. It means like Age, Gender and social status of the participants, they did not also pay attention to the context of the communication, not pay attention to the situations such as when and where they did it, whether in a formal situation, and the last is about the condition of it. So that, they only express about what they want to say. *Second*, there were some reasons why the students' sociolinguistic competence of English Education Program in STKIP Taman Siswa Bima is still poor or weak. *First*, most of them did not try to communicate with their classmates or other people with English in their life. *Second* is they cannot make good use of the opportunities such as the activities in the English corner to improve their communicative competence especially in sociolinguistic competence. *Third*, Some of them did not like to communicate with others in English only because they are afraid of loser face when making mistakes, their difference dialect and difference style of speaking was also made them unconfident and thought that they will get bullied from their other friends. *Fourth*, the factors that influence are their culture and

society, talking about the society means that we are talking about the condition around them, the people around them, culture and the language use there, if they live around the bad environment automatically it will effect to their habit also, it is prove by the way of their communication, when the people around them speak impoliteness, they will also do the same thing and it will be brought in other places like in Campus environment itslef, that is the bad habit that must be erased. **Fifth**, the factors that causes it is the curriculum of STKIP Taman Siswa Bima itself is not recommend to the pragmatic as one of the subject that have to teach there. **TheLast**, films or the movie was also given the influence of the students sociolinguistic competence.

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## Increasing Of Using Picture In Teaching Comparison Degrees

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### ABSTRACT

Objective of this research is to know the influence of using picture in teaching comparison degrees. The research design is experimental. In this research the population was the eleventh grade of *SMAN I Monta* in academic year 2017/2018 which consist of 144 Students from 4 classes. In this study, the writer used cluster random sampling technique to take the sample, the writer was taken two small piece of paper. The small piece of paper is roll and mixed. Then, without prejudice the writer take two small piece of paper, they are the first taken was class MIP A 3 34 students as the experimental class and the second taken MIPA 4 34 as the control class. The instrumen for this research is test. Based on the analysis data, he result showed that the null hypothesis is rejected and alternative hypothesis is clearly accepted. So, the picture has positive influence in teaching comparison degrees.

**Key Words** : picture, teaching, comparison degree

### INTRODUCTION

Comparison degrees is one of the components of grammar in teaching English language. Grammar is a part of language and an important element in English. According to Harmer (2007: 12) that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in the language. From this definition, it seems that grammar plays an important in learning foreign language. It is the main capital in studying English. Without a good knowledge in grammar, the learners was find many problems in make sentences for communication. By using the proper grammar, the student will know how words can or cannot be combined in sentences for communication to express their ideas and feelings. In our live every day, we always making comparison between person with other person or one thing with another. In English, it is call degrees of comparison (Zainal Hitam, 2005: 126 - 127). Degrees of comparison are used when we compare one person or one thing with another.

According to Thurman (2002: 29) that in writing comparisons, you can use one of three different forms (called degrees) of adjective and adverb: positive, comparative and superlative degrees. In reality, most Indonesian students face

difficulties in learning grammar because the grammatical rules of Indonesian language are different from those of English. It is obvious why they become passive, confused, not focus, afraid of making mistakes, and feel bored when they study English grammar. It is the same problems faced by students of *SMA Negeri I Monta*. It can lead the learners have negative result, they become lazy to learn it and unable to communicate in English. Many methode have used in teaching English especial in teaching comparison degres, such as realia methode, role playing methode, picture media, visual media and others. In this research, writer try to using picture media as method in teaching comparison degrees. Teaching comparison degrees by using pictures that was make the students can focus on their activities and they was interested in learning. It can be used to create situation for English classroom more fun and that keeps the students from getting bored. By showing pictures in teaching degrees of comparison that can help the students to understand the material and compare the forms of comparison degrees easily. So, the students would not confuse and difficult to understand the material. Teaching showing picture can make the student, more impressive, more interesting and more focused. (Ruis, 2003: 87). From explanation above, it shows that

picture is a suitable media that can be used in teaching English language. It means that picture also can be used for teaching comparison degrees. It is expected that this method can give better result and can increase students comprehend to master comparison degrees very well. Pictures are one of the valuable aids which bring "images of reality into the unnatural world of the language classroom" (Hill: 1990). They are also useful to attract learners' attention to the materials being taught.

### **Review Of Related Literature**

#### The Nature of Grammar

##### Definition of Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Thus, in order to learn a second language successfully, grammar is the most important concepts to be understand. Grammar is usually consider as a description of the structure of a language and the way in which linguistic units are combine to produce sentences in the language (Richards & Schmidt, 2002: 389). Grammar is the process of describing the structure of phrases and sentences is such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequence Yule, 2010: 81). Structural foundation of our ability to express ourselves.

##### Teaching Grammar

In recent years, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. In this case, three of scientists try to given opinion about teaching grammar. In the first article, Swan invites us to reflect on what grammar we teach and why we teach it. He identifies a number of reasons for grammar teaching which do not conform to sound pedagogical principles. For example, teachers often teach grammar simply because it is "easy" to teach and to test. Some attempt to teach the whole grammatical system, thinking that it is both feasible and desirable. As a consequence, we have students who may know

a lot of grammar but who are unable to use their knowledge for any practical communicative purposes. Swan suggests that the teaching of grammar should be determined by the needs of the students. Thus, the selection of grammar items to be taught must depend on learners' aims in learning english. Futhermore, the teaching of grammar should be based on the principles of comprehensibility and acceptability. The second article by Richards examines the assumptions underlying a task-based approach to teaching and identifies some of the practical difficulties that can arise. The most serious of these is the potential for students to perform a task with a poor level of grammatical accuracy, since they can often use communication strategies to bypass some of the language difficulties task performance involves. The result may be that task work develops fluency at the expense of accuracy and leads to the development of fossilized errors that may be difficult to eradicate. In order to address this issue, Richards draws on the work of Skehan and others to examine how a focus on grammatical accuracy can be built into the use of tasks. This involves adding a language-awareness dimension to tasks prior to, during, or after task performance. The last article, by Ellis, explores the role of practice and consciousness-raising in grammar teaching. Although practice has a role to play in language learning, Ellis maintains that its value is rather limited. He argues that the available evidence seems to suggest that practice, be it controlled. Contextualized, or communicative, may not be as effective as people claim it is. Consciousness-raising, on the other hand, offers an attractive alternative to traditional grammar practice. Through carefully designed consciousness-raising activities, learners will develop an explicit knowledge of the grammar of the language which facilitates their ability to communicate. Ellis admits, however, that this approach to grammar instruction has its limitations. It may not be appropriate for young learners or beginners.

#### The Nature of Comparison Degrees

##### Definition of Comparison Degrees

Degrees of Comparison in English grammar are made with the Adjective and Adverb words to show how big or small, high or low, more or less, many or few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression..

Types of Comparison Degrees

Positive Degrees

In positive degrees, person or object has a value equal or the same.

Table 0.1 Formula of Positive Degrees

As + positive + As
--------------------

Examples:

The blue car is as expensive as the black car.

Comparative Degrees

In comparative degrees, person or objects has a higher or lower quality.

Table 0.2 Formula of Comparison Degrees

One syllable Adjective + -er + than
Two or more syllable More + adjective + than

Examples:

Today is hotter than yesterday.

Arifah is more beautiful than Fatimah.

Superlative Degrees

In superlative degrees, person or things have to compare in the most.

Table 0.3 Formula of Superlative Degrees

One syllable The + adjective + -est + in
Two or more syllable The + most + adjective + in

Examples:

She is the cleverest student in the class.

That was the most interesting piece of work.

The Rules of Comparison Degrees

Add -er for the comparative degrees (more) and -est for the superlative degrees (most) are used when:

The adjectives that have One syllable.

Example:

Cheap	Cheaper	Cheapest
Short	Shorter	Shortest
Rich	Richer	Richer

Words that ending with a consonant and is preceded by a vowel, so the least consonant be written double.

Example:

Big	Bigger	Biggest
Fat	Fatter	Fatter
Sad	Sadder	Saddest
Glad	Gladder	Gladdest

The adjective which consists of two syllables that ending with -er, -le, -ow; some, and -y (behind consonant).

Example:

Clever	Cleverer	Cleverest
Simple	Simpler	Simplest
Shallow	Shallower	Shallowest
Handsome	Handsomeer	Handsomest

The adjective that end in the letter -y and before y there is consonant, so the letter -y is changed be -i before add -er and -est.

Example:

Pretty	Prettier	Prettiest
Dry	Drier	Driest
Holy	Holier	Holiest
Heavy	Heavier	Heaviest

If before letter -y of adjective is vowel, so add -er and -est directly.

Example:

Gay	Gayer	Gayest
Gray	Grayer	Grayest

If regular ending with letter -e, so add -r or -st directly.

Example:

Large	Larger	Largest
Able	Abler	Ablest
Strange	Stranger	Strangest

Except:

Pleased	More pleased	Most pleased
Tired	More tired	Most tired
Fond	More fond	Most fond
Glad	More glad	Most glad

Usage more and most in front of adjective are:

The adjective which consists of three or more syllables

Example:

Beautiful	More beautiful	Most beautiful
Difficult	More difficult	Most difficult
Careful	More careful	Most careful

Diligent	More diligent	Most diligent
Expensive	More expensive	Most expensive

The adjective which consists of two syllables with sound pressure falls on the first syllable.

Example:

Modern	More modern	Most modern
Famous	More famous	Most famous
Modest	More modest	Most modest
Perfect	More perfect	Most perfect

The adjectives which consists two syllables with sound pressure falls on the second syllable.

Example:

Polite	More polite	Most polite
Impolite	More impolite	Most impolite
Sincere	More sincere	Most sincere

Irregular degrees of comparison

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Late	Later	Last, Latest
Little	Less	Least
Much	More	Most
Many	More	Most
Old	Older, Elder	Oldest, Eldest
Far	Farther, Further	Farthest

The Advantages and Disadvantages of Pictures in Learn

Advantages and disadvantages of using picture in learn According to Vernon, S. Gerlach and Donald:

The advantages of using picture:

- They are inexpensive and widely available.
- They provide common experiences for an entire group.
- The visual detail make it possible to study subject, which would turn back to be impossible.
- They can help you to prevent and correct disconcertion.
- They offer a stimulus to further study, reading and research visual evidence is power tool.
- They help to focus attention and to develop critical judgment.
- They are easily manipulated.

The Disadvantages of Pictures Used

Students pay attention on the picture more than on learned material.

It takes time and costs much to provide attractive pictures.

Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

### Teaching Comparison Degrees Using Picture

Teaching is a process of transferring knowledge. It is successfully if the objective taught is acceptable well by the learners taught at the level. Teaching comparison degrees means that how the objective of transferring comparison degrees knowledge is obtained and understandable. Indonesian new English teacher often find difficulty to bring the lesson to his or her students. Because the way of teaching comparison degrees runs ineffectively or ambiguity. Therefore, their English teaching program is failure. There are several methods in teaching learning grammar of comparisons degrees. One of them by using picture. Pictures are one kind of media that can help the teacher draw the students' interest and built their motivation. It is very simple visual aids that can be picked up from the photograph, flashcard, book, etc.. If the students are motivated, they will participate actively and will learn hard during the teaching learning process. According to Wright (1989: 2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus.

### RESEARCH METHOD

In this study, the writer used experimental research to solve classroom problem by using picture metode. Meanwhile, to identify the effect of usig picture in teaching comparison degrees at the eleventh grades of SMA Negeri Monta in academic year 2017/2018 the writer used true-experimental design (pretest-posttest control group design)

### Population and Sample

In this research the population was the eleventh grade of SMAN I Monta in academic year 2017/2018 which consist of 144 Students from 4 classes. In this study, the writer used cluster random sampling technique to take the sample, the writer was taken two small piece of paper. The small piece of paper is roll and

mixed. Then, without prejudice the writer take two small piece of paper, they are the first taken was class MIP A 3 34 students as the experimental class and the second taken MIPA 4 34 as the control class.

**Instrument of Research.**

The instrument research is grammar of comparison degrees test. Writer will used multiple choices and essay (Arthur, 2003: 174). The writer used the multiple The multiple choice (by usingpi ctüre)item “a, b, c, and d “with choose one correct answer, the total number of item are 20.

**Data Collection**

In data collection technique the writer used tes that consists of pre test, treatment, post test.

**Data Analysis Technique**

Identifying the sample’s scores.

After identifying the score, the writer continues to calculating the final score by using the following formula :

$$F_s = \frac{R \times 100}{hR}$$

Where:

- F<sub>s</sub> : final score
- R : Students Obtained Raw Score
- 100 : Possible Highest Final Score (10-100 Scales)
- hR : Possible Highest Final Score ( in his case hR is 25)

The data from the test result namely the students individual score is analyzed statistically following the procedures below.

Finds out the mean score of the each treatment by using the formula.

$$MX = \left[ \frac{\sum x}{N} \right] \quad MY = \left[ \frac{\sum y}{N} \right]$$

- MX : the mean score of experimental group
- MY : the mean score of control group
- x : the students score
- N : the number of mple
- ∑x : the sum of
- Deviation (DEV)
- DEV : X<sub>2</sub> - X<sub>1</sub> (The deviation score for experimental group)
- DEV : Y<sub>2</sub> - Y<sub>1</sub> (The deviation score for control group)

Square of Deviation ( DEV<sup>2</sup> )

DEV<sup>2</sup>: (X<sub>2</sub> - X<sub>1</sub>)<sup>2</sup> (The square of deviation for experimental group)

DEV<sup>2</sup>: (Y<sub>2</sub> - Y<sub>1</sub>)<sup>2</sup> (The square of deviation for control group)

**Standard Deviation**

1) Definition of Standard Deviation, Standard Deviation is the particular set of score under study, when attempting to estimate the population; 2) The function of Standard Deviation, The functions of standard deviation are to correct for this statisticians have generated an equation for an unbiased estimate of a popularizing, which when applied to small samples tends to increase the value of sample. (Sprint hall: 1990).

Finds out the standard deviation of the each treatment by using the formula:

Standard Deviation for experimental group :

$$\sum X^2 = \sum dx^2 - \frac{(\sum dx)^2}{N_x}$$

Standard Deviation for Control group :

$$\sum Y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N_y}$$

For the sake of computation applies the formula recommended by Arikunto.

The formula as follows :

$$T \text{ test} = \frac{MX - MY}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

- : mean score of group
- : the number of sample
- : the deviation score of the experimental group
- : the deviation score of the control group
- : The sum of
- : The root of
- df : Degree of freedom with formula:Nx+

**FINDINGS AND DISCUSSION**

Based on the analysis data, the writer found that the mean score of experimental group is higher than mean score of control group, while the mean score of experimental group is 25 and the mean score of control group is 16. Commonly in education study the level of significance used are 05 and 01, while the degree of freedom is N-2 become 68-2= 66. Futhermore, the result of the computation of t- test value of

the two groups equal 2, 5. It indicates that the treatment was successful. Also, it can be seen that if we check up the t-table, the writer found out that the t-table for confidence 0, 5 or 95% was 2, 00. If we compared the test to t-table we will find that:  $T\text{-test } 2,5 \leq t\text{-table} = 2,00$  (95%).

It means that the study indicated that the degree of difference in confidence two levels 0, 05 was significance at the two confidence levels. The result above showed that the null hypothesis is rejected and alternative hypothesis is clearly accepted. So, the picture has positive influence in teaching comparison degrees.

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## An Annotated Translation Of “Techniques And Principles In Language Teaching” (Teaching Techniques In English As A Second Language)

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### ABSTRACT

This study is an annotated translation. The object of the study is a book which is entitled techniques and principles in language teaching by Diana Larsen - freeman. The problems of this study are: (1) “what are the difficulties encountered by the researcher when translating techniques and principles in language teaching into Indonesian, and (2) ‘how are those difficulties solved in the translation?’”. The purposes of this study are: (1) to attain factual information concerning the problems faced the researcher in translating the source text; and (2) to give plausible solutions to the difficulties. In conducting this annotated translation, the researcher answers the questions that emerge in the introspective and retrospective study. The result of the study covered two main points. First, finding revealed that from the twenty five most difficult problems, eight were in the form of grammatical structures, and seventeen.

**Key Words:** Annotation and Translation

### BACKGROUND

In this study, the researcher wants to find out the difficulties during the process of translation from English into Indonesian faced by the translator to analysis several grammatical structure and lexical that pose problems for his. This area, namely analysis on the translation from one language into another is chosen by the researcher in order to widen his experience in translation which is in line with his study and to detect the problems emerging during the process of the translation. The problems encountered will then be analyzed and given plausible reasons for their translation. The translation from english into indonesian is taken due to the familiarity of the language, indonesian, mostly known by the researcher as his native language. The researcher chooses analysis on the translation of techniques and principles in language teaching in order that indonesian learners who study the english language can understand more about the book in english verses. It is important to carry out this study as annotated translation applies in practical sense the theories the researcher has studied in class, namely theories of translation, theories of the english as well as indonesian language. Furthermore this deepens the study's ability in

analyzing source language and target language texts, especially for those who are interested in translation.

### The Aim of Study

The purpose of this study is to attain factual information concerning the problems faced by the researcher in the course of translating the source text, and to give plausible solutions to the difficulties.

### Theoretical Framework

Larson (1984) in the translation work, a translator usually encounters some difficulties both in the source language text and in the receptor language text. The difficulties are dealing with words, phrases, clauses, and sentences, situation communication, and cultural context (pp.3-11). And Newmark (1988), affirmed that first sign of translation problem is where authomatic procedure from language to language, apperently without intercession of thought are not adequate.

If the problem is about clause, Newmark (1988) suggested, within the clause, you may takenext the two obviously cohesive types of collocation, adjective - plus noun verb plus object, or the various groups that are lest context - bound' (p.32). If the problem is about the sentence translation Newmark (1988) explained

'your problem normally how to make sense of a difficult sentence. You should bear in mind, however, if long sentence and complicated structure are an essential part of text, are characteristic of the author rather than of the norms of the source language, you should reproduce a corresponding deviation from the target language norms in your own version.

### **Definition of Translation**

Translation, by dictionary definition, is the process of changing something that is written or spoken into another language., and according to Hornby (2000) translation as a text or that has been changed from language into another (p. 328). According to Catford (1965) translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). He also stated that translation is an operation performed on languages; a process of substituting a text in one language for a text in another. (1965; pp.1 – 20). Larson (1984) stated that translation consist of transferring the meaning of the source language into the receptor language. This done by going from the form of the first language to the form of a second language by way semantic structure. (p.3). it is meaning which is being transfered and must be held constant; only the form changes.

According to Newmark (1988) translation is rendering the meaning of a text into another language in the way that the author intended the text. Hence in many types of text (legal, administrative, dialect, local, cultural) the temptation is to transfer as many SL (Source Language) words to the TL (target language) as possible. (p.9). Eugene A. Nida and Charles R. Taber (1982) in their book *The Theory and Practice of Translation* state that translating consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. The elements that have to be concern in translating are: reproducing the message, equivalent rather than identity, a natural equivalent, the natural of translating, the closest equivalent, the priority of

meaning, the significance of style, and system of priorities. (pp. 12-14)

### **Definition of Translation Strategies**

The theory of cultural words and the theory of translation strategies are the main theories used in this research. The theory is taken from Mona Baker, in other words (1997) and Newmark a *Textbook of Translation* (1988) the use of translation strategies and cultural categories was analyzed using their definitions.

While Newmark (1988) stated "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.18). it means translation strategies are more appropriate to translate cultural items, but in this case the researcher will use the term strategies to analyze the data. According to Baker (1997) "the more common types of cultural words which often pose difficulties for the translator and some attested strategies for dealing with them". (p.18) the choice of suitable strategies may be deal with non equivalent in the context. Baker (1997) divided translation strategies into eight types which are:

#### **Translation by a more general word**

According to Baker (1997) "this is one of the commonest strategies for dealing with many types of cultural words which have no meaning, particularly in the area of propositional meaning. It work equally well in most, if not most, language, since the hierarchical structure of semantic fields is not language specific, (p, 26 – 27).

#### **Translation by a more neutral word**

Here a translator uses a more neutral word to give closest natural equivalence. The following example is the example of the use of these strategies given by Baker: source text (English): many of the species growing wild here are familiar to us as plants cultivated in European garden – species like this exotic lily.

Translation using a loan word plus explanation. This strategies is particularly common in dealing with culture specific items, modern concepts, and buzz words. The loan word with an explanation is very useful when the word in question is repeated several times in the

text. As with the strategy of cultural substitution, the freedom with which translators use loan will often depend on the norms of translation prevailing in their societies. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanation.

#### **Translation by Cultural Translation**

This strategy involves replacing a cultural specific item or expression with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which she or he can identify something familiar and appealing. Translation by paraphrase using a related word This strategies tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language. Source Text (English); there is strong evidence, however, that giant pandas are related to the bears. Target Text (Chinese); but there is rather strong evidence that shows that big pandas have a kinship relation with the bears. Translation by paraphrase using unrelated words. If the concept expressed by the source item is not lexicalized at all in the target language, the paraphrase strategy can still be used in some context. Instead of a related words, the paraphrase may be based on modifying a super ordinate or simply on unpacking the meaning of the source item, particularly if the item in the question is semantically complete.

#### **Translation by Omission**

This strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translator can and often do simply omit translating the word or expression in question.

#### **Translation by Illustration**

This is a useful option if the word which lacks of meaning in the target language refers to a physical entity which can be illustrated, particularly if there are restriction space and if the text has to remain short, concise, and to the point.

#### **Principles of Translation**

Duff (1981) stated that principle of translation consist of: Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed. Form. The ordering of the words and ideas in translation should match the original as closely as possible. (this is particularly important in translating legal documents, guarantees, contracts, etc) but different in language structure often require changes in the form and order of words. Register. Language often differ greatly in their levels of formality in a given a context (say, the business letter). To resolve these differences, the translator must distinguish between formal and fixed expression and personal expression, in which the writer or speaker sets the tone. Source language influence. One of the most frequent criticisms of translation is that 'it does not sound natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text. Style and Clarity. The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator, for the reader sake, correct the defects. Idioms. Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and saying (as good as gold), jargon, slang, and colloquialism (user friendly, the Big apple, yuppie, etc), and (in English phrasal verbs. (p.40) Larson (1984) translation may always start with the clearest situations, the most concrete messages, the most elementary universals. But as it involves the consideration of a language in its entirety, together with its most subjective messages, through an examination of commons situations and a multiplication of contacts that need

clarifying, then there is no doubt that communication through translation can never be completely finished, which also demonstrates that it is never wholly impossible either. (p.36). it is clearly the task of the translator to find a solution to even the most daunting of the problems. Newmark (1981) translation is par excellence the process by which the thrush behind the verbal works of man ...can be directly transferred, carried on, allowed to continue...work of literature are highly organized instances of such thrush...these blocks force themselves on, through time, from culture to culture. (p.34). In translation, texts are reborn, given new life, stimulated with new energy. Graham (1981) much that has been written on the subject of translation yields very little when sifted for theoretical substance because it has always been written as if spoken in the workshop. The personal anecdotes and pieces of advice may well provide some help, but certainly not the coherent and consistent theory required for translation. (p.23). the translation style nearly written in spoken in the workshop.

### Process and Procedure of Translation

For the purpose of this accountability to his finding of the equivalent in his acronyms, researcher that is also the translator is necessary to adopt the theory of the process of translation is for which the translator referred to the theories of Larson (1984) and Nida and Taber (1982). In this theory, Larson (1984) reminded, "the translator's goal should be to reproduce in the receptor language but using the natural grammatical and lexical choices of the receptor language. (p.3) his goal is an idiomatic translation. An idiomatic translation reproduces the meaning of source language (that the meaning intended by original communication) in the natural form of receptor language'. In order that this naturalness can be achieved, Nida showed his process of translation. He said 'translation', then consists of studying in lexical, grammatical structure, communication situation, and cultural context'. Meanwhile Nida and Taber (1982) stated five elements comprised by his theory of dynamic translation such as; (1) Reproducing message; to reproduce the message

one must make a good many grammatical and lexical adjustments (2) equivalent; the translator must strive for equivalence rather than identity (3) natural equivalent; the best translation must does not sound like translation (4) closest equivalent; (5) priority of meaning; meaning must be given priority. (p.33). According to Nida 'the dynamic equivalent translation is not more meaningful to receptor but also more accurate' (1982; p.28) In order to find the acceptable equivalent researcher used theory of translation procedures as directed by Newmark (1988) which are describe based on the application in research as follows; Transference; is the process of transferring a source language word to a target text as a text translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to conversion of different alphabets. The word then becomes loan words. Example; a mall - mal, ambition - ambisi, product - produk, etc. Naturalization; this procedure succeeds transference and adapts the SL word first to the normal morphology (word forms) of TL. Example' distribution becomes distribusi, test becomes tes, etc. Shift or Transpositions; is a translation procedure involving a change in the grammar from the normal morphology (word forms) of TL. Examples; thus, for your info - *demikian harap maklum*. (Noun Phrase sentence). Modulation; is a variation though a change of viewpoint, of perspective and very often of category of thought. Example; I broke my leg - *kakiku patah*.

### Translation Techniques

John Dryden in Schulte and Biguenet in theories of translation; an anthology of Essays from Dryden to Derrida stated that translation may be reduced to these three heads. First, that of metaphrase, of tuning an author word by word, and line by line, from one language into another, the second way is that of paraphrase, or translation with latitude, where the author kept in view by the translator, so as never to be lost, but his words are not altered. The third way is that imitation, where the translation of imitation, where the translator (if now he has not lost that name) assumes the liberty, not only to vary from the words and sense, but to forsake

them both as he sees occasion; and taking only some general hints from the original, to run division on the groundwork, as he pleases. Translation technique, according to Newmark (1988), can be described as follows; Naturalization; this procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word - forms) of the TL. Cultural Equivalent; this is an approximate translation where a source language culture word is translated by a target language cultural word. The main purpose of the procedure is to support or supplement another translation procedure in a couplet. Functional equivalent; this is common procedure, applied to cultural words, requires the use of a culture free word, sometimes with a new specific term, it therefore neutralizes or generalizes the source language word; and sometimes adds a particular. This procedure, which is a cultural componential analysis, is the most accurate way translating i.e deculturising a cultural word. This procedure occupies the middle, sometimes the universal, are between the SL language or culture and the TL language or culture. If practiced one by one, it is an under translation. Descriptive equivalent; description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation. Shift or Transposition; is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, or in the position of the adjective. A second type of shift required when an SL grammatical structure does not exist in the TL. Here there are always options. The gerund can be translated by verb noun, or sub ordinate clause, with a recast main clause, or in some language, a noun infinitive, or an infinitive. The third type of shift is one where literal translation is grammatically possible but may not in accord with natural usage in the TL. Note, additions, glosses; there is a rule about when and when not to use notes or supplying additional information in a illustration. The additional information a translator may have to add to his version is normally cultural (accounting for difference

between SL and TL culture), technical (relating to the topic), or linguistic (explaining way ward use the words), and is dependent on the requirement of his, as opposed to the original, readership. In expressive text, such information can normally only given outside the version, although brief 'concessions' for minor cultural detail can be made to the reader. (pp. 45 - 93).

#### **Definition of Terms**

Hornby (1987) defined terms as words used to express an idea, especially specialized concept. But in his newer dictionary, he stated that terms is a word or phrase used of the name of something, especially one connected with a particular type of language; technical/ legal/ scientific term (p.891). and Hornby (2000) term is word or combined of word which accurately express the meaning of concept, process, situation, or specific characteristic in certain field (p.1340). specific term is the term which is used and/ or its meaning is limited in the specific field.

#### **Annotation**

An annotation is a note that is made while reading any form of text. This may be as simple as underlining or highlighting passages. [Annotated bibliographies](#) give people a source that is useful to an author in constructing a paper or argument. Creating these comments, usually a few sentences long, establishes a summary for and expresses the relevance of each source prior to writing. The term also has a special meaning in a number of other fields. Text annotation is the practice and the result of adding a note to a text, which may include highlights or underlining, comments, footnotes, tags, and links. Text annotations can include notes written for a reader's private purposes, as well as shared annotations written for the purposes of collaborative writing and [editing](#), commentary, or social reading and sharing. In some fields, text annotation is comparable to metadata insofar as it is added post hoc and provides information about a text without fundamentally altering that original text. Text annotations are sometimes referred to as [marginalia](#), though some reserve this term specifically for hand-written notes made in the

margins of books or manuscripts. This article covers both private and socially shared text annotations, including hand-written and information technology-based annotation, as well as Web-based text annotation. For information on general annotation of Web objects. It is an annotation research. How the annotation is known in the translation, researcher adopts Hatim's and Newmarks' explanations. Hatim (2001) stated, annotation is a translation that seek with its annotations and its accompanying glosses to locate the text in a rich cultural and linguistic context' (p.137). As it is a gloss of text, Newmark (1988) explained in his theory of Notes. Addition and glosses of translation which mean 'supplying additional information in translation (p.91). Additional information in the translation may take various forms; (1) within text (2) Notes at bottom of page (3) Notes at end of chapter (4) Notes or glossary at end of book'. The Communication Situation in Translating. In order to interpret a text correctly, it is necessary for the translator to know certain thing about the communication situation. The meaning is determined in part by; who the author was, the purpose of the communication for whom the information was intended, the relationship between the author the audience, the culture of the source text, how much common information is shared by the audiences who read the source text and the audience for whom the translation is being prepared, and other factors of the communication situation.

### **The Author**

Larson (1984) states that "the goal of the translator is to communicate to the receptor audience the same information and the mood as was conveyed by the original document to the original audiences. To do this, he must have the author's intent firmly in mind as he translates' (p.421 - 422). In this respect, the following are significant; intent (some language begin each discourse with an appropriate performative statement), style appropriate to a particular discourse, emotional tone (which is often the key to communication effectiveness), and attitude (some language have lexical signals to indicate

the attitude of the author toward the information).

### **The Audiences**

Larson (1984) explains, 'the author's attitude towards the audience also plays an important part in the communication situation. Every good writer writes with his audience mind. He write to a certain person or group of people. The translator must be aware of who the original text was written for. But he also has a further factor; who is his translation intended for" (p.426). in this respect, the following are significance; effective information transfer depends on the extent to which the information has been adjusted to the level of education of the audiences, to the cultural context of the audience and to the purpose of the audience. In some language, special attention may have to be given to the social relationship between author and audience to render the information significant. These can involve questions of age, status, and appropriate recognition of superiority and inferiority.

### **The Relationship between the Author and Audiences**

Larson (1984) states that 'the social relationship between the original author and his audience affects the content and form of the original document. These relationship may have to do with such matters as age, status, and the culture's ideas of superiority and inferiority (p.49).

### **Introspective and Retrospective Research**

The researcher also uses the terms of introspective and retrospective research. These definition of terms are taken from Webster's Third New International Dictionary (1993). Introspection is "the examination of one's own thought and feeling; a looking into one self; self examination; also such examination including one's sensory and perceptual experience undertaken under controlled conditions of experiment opposed to retrospection.' And introspective is 'of or belonging to introspection, employing, marked by, or tending to introspection' (p.1187) so the term of introspective research is a research that investigates one's own thought and feeling; a

looking into oneself; in line with translation, asking oneself, in which part the researcher had difficulty and what the solutions are. Retrospection is an observation of mental processes through primal memory immediately after their occurrences.' And retrospective is contemplative of or relative to past event; characterized by; given to, indulging in retrospection' (p.1941). so the term of retrospective research is a research where the researcher is contemplating of what theories and strategies he has used in the process of translating.

### Research Design

In this research, researcher employed introspective and retrospective research methods showing that the researcher is the translator and the annotator of the texts. As it was described in the definition of the terms that introspective means examining one's own thoughts, feeling, etc., oxford learner dictionary (1980). Its a method looking into the translator's feeling thoughts of why and how the text are translated. The problem he faced and the procedures he takes to solve are in involved in his annotation. Meanwhile, retrospective means looking back on the past oxford learner's dictionary (1980). It is also the research method. It means that when the researcher performed his annotation, he consider by looking back on his problematic and reasons of why he did such and else when he translated the text .

### DISCUSSION

In this section, there are two categories of annotations in connection with the translation of techniques and principles in language teaching, i.e. grammatical structure and lexical Source Language Text

In order to come to an understanding of this method, let us now enter a classroom where the Audio - lingual method is being used. We will sit in on a beginning level english class in Mali. There are thirty four students, thirteen to fifteen years of age. The class meets for one hour a day, five days a week.

### Target Language text

Untuk memahami metode ini, sekarang mari kita masuk ke kelas tempat metode audio lingual digunakan. Kita akan mulai dari kelas bahasa Inggris tingkat pemula/dasar di Mali. Ada tiga puluh empat siswa, yang berumur tiga belas sampai lima belas tahun. Mereka belajar bahasa Inggris satu jam sehari, lima hari seminggu.

### The Gramatical Structure

#### SLT

some of your decisions are relatively mirror ones - should homework be assigned that particular day, for instance.

#### TLT

Misalnya, keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu.

### Annotation

the position of the word for instance in the SLT is at the end of the sentence, i.e. Between commas and period. This position is natural according to the english structure but in Indonesia is not. If the sentence is translated following the order of the SLT sentence, the translation will not sound natural in Indonesia, as in: *keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu. Misalnya*, indeed, the translation sounds very strange. In order to make the translation of this sentence natural, the structure of the sentence should be reordered , that is, the translation of the word for instance should be put at the beginning of the sentence. As a result, the translation will be: *misalnya, keputusan yang kurang penting - haruskah pekerjaan rumah diberikan pada hari tertentu.*

### Lexical

#### SLT

A second purpose for this book is to encourage you to examine your own beliefs about teaching and learning and about how you put these into practice.

#### TLT

Tujuan kedua buku ini adalah menganjurkan untuk mencermati keyakinan anda mengenai mengajar dan belajar dan bagaimana anda mempraktekannya.

**Annotation :**

The word examine is defined as “to look at something carefully in order to find out or decide something (Oxford Dictionary, p.201). in a bilingual dictionary, English – Indonesian by John Echols and Hasan Shadily (1996, p. 221) the word examine is equal to *memeriksa*, but when the word examine is translated into *memeriksa*, it is does not reflect the meaning of the context and the translation becomes unnatural. The word *memeriksa* is synonymous with the word *mencermati* and this selection is suitable with the existing context. Thus, in this context, the researcher used the word *mencermati* instead of *memeriksa* to achieve naturalness of the translation of the word examine. As a result, the translation becomes. *Tujuan kedua buku ini adalah menganjurkan untuk mencermati keyakinan anda mengenai mengajar dan belajar dan bagaimana anda mempraktekkannya.*

**CONCLUSION**

This study solved the problems that were detected when the researcher translated the English source text into Indonesian. The finding revealed that the hardest problems to solve which amounted to twenty five items were in the aspect of grammar. Those twenty five items were eight grammatical structure and seventeen lexicons. The theories used in solving the problems besides theories of translation. The difficulty in the course of translating the text that should be overcome by using the relevant theories forms the application of what the researcher has studied in class.

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