



**THE ABILITY OF STUDENTS AT TWELFTH GRADE IPA 1 AND
IPA 2 SMAN 12 SINJAI IN TRANSLATING DESCRIPTIVE
TEXT USING MANUAL DICTIONARY AND ONLINE
DICTIONARY (A COMPARATIVE STUDY)**



A THESIS

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YEAR 2021**

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PENGESAHAN SKRIPSI

Skripsi berjudul *The Ability of Students at Twelfth Grade IPA 1 and IPA 2 SMAN 12 Sinjai in Translating Descriptive Text Using Manual Dictionary and Online Dictionary (A Comparative Study)* yang ditulis oleh Andi Mentari Nurul Putri Nomor Induk Mahasiswa 170110023 Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Ahad tanggal 18 Juli 2021 M bertepatan dengan 8 Dzulhijah 1442 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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Abstract

This research aimed to find out the differentiation between the result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2 SMAN 12 Sinjai. This research was a comparative study using a quantitative approach. The samples of this research were students of twelfth grade IPA 1 and IPA 2. The methods of data collection were tests and questionnaires. While the data analysis used descriptive analysis of the percentage score of students' ability. The results showed that there was the differentiation between the result of the translating descriptive text using manual dictionary and online dictionary. It was found that in the twelfth grade IPA 1, the percentation of the score was 82, 1% with the mastery level or predicate was excellent where 185 (61,7%) data was included in accurate category, 132 (44%) data was included in readable category, and 109 (36,3%) data was included in acceptability category. While in the twelfth grade IPA 2, the percentation of the score was 76.4% with the mastery level or predicate was good where 153 (51%) data was included in accurate category, 127 (42,3%) data was included in readable category, and 102 (34%) data was included in acceptability category.

Keywords: Ability of Students, Translation, Descriptive Text, Manual Dictionary , Online Dictionary , Comparative Study

Abstrak

Penelitian ini bertujuan untuk mengetahui perbandingan hasil didalam menerjemahkan teks deskriptif menggunakan kamus manual di kelas duabelas IPA 1 dan menggunakan kamus online di kelas duabelas IPA 2 SMAN 12 Sinjai. Penelitian ini termasuk dalam penelitian perbandingan belajar dengan menggunakan pendekatan kuantitatif. Populasi dari penelitian ini adalah siswa kelas duabelas IPA 1 dan siswa kelas duabelas IPA 2. Adapun metode pengumpulan data yaitu dengan Tes dan Angket. Sedangkan analisis datanya menggunakan analisis persen skor kemampuan siswa. Hasil penelitian tersebut menunjukkan bahwa terdapat perbedaan hasil perbandingan dalam menerjemahkan teks deskriptif menggunakan kamus manual dan kamus online. Artinya terdapat perbedaan antara hasil terjemahan menggunakan kamus manual dan kamus online bahwa pada kelas duabelas IPA 1 persentase skornya adalah 82,1% dengan tingkat ketuntasan atau predikat sangat baik, 185 (61,7%) data yang termasuk dalam kategori akurat, 132 (44%) data yang termasuk dalam kategori dapat dibaca, dan 109 (36,3%) data yang termasuk dalam kategori diterima. Sedangkan kelas duabelas IPA 2 persentase skornya adalah 74,4% dengan tingkat ketuntasan atau predikat baik, 153 (51%) data yang termasuk dalam kategori akurat, 127 (42,3%) data yang termasuk dalam kategori terbaca, dan 102 (34%) data yang termasuk dalam kategori diterima.

Kata Kunci: Kemampuan Siswa, Menerjemahkan Teks, Deskriptif, kamus manual Kamus Online, Perbandingan Belajar.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is everywhere. This fact implies that people around the world, including Indonesians, must master English for various purposes. For Indonesians, English is studied primarily for absorption and development of relations with other countries. The function of English is as a medium so that students can improve their abilities in the fields of education, science, technology, arts, and culture so do not feel neglected in society.

Therefore, the key is that if you do not want to be neglected in society, students need to have proficiency in language which includes four basic aspects, namely speaking, listening, reading, and writing. Than skills must be present in every student, because it is a complete unity. Good language skills are very important in social life. This is in line with the function of language as a means of communication. The ability of language skills can determine the success of communication, in an all-spoken social life like today. Judging from the basic aspects of

language skills, reading and writing skills have a very important position in translating skills.

In the English Education Department, the ability to translate is one of the students' academic activities that provides many benefits for students. Practically speaking, translating can increase students' knowledge. In the translation process, students are required to find and understand many sources of certain words or sentences. In addition, translating can develop students' reading and writing skills. For example, before the translation process, first students read the text repeatedly until they understand the text. After understanding the contents of the text, then the students translate and write the results of the translation. One type of text that will be used is descriptive text, a type of text that describes people, animals, objects, places, or others. However, in measuring students' ability in translating the descriptive text using media.

The media using is a dictionary. Dictionary is an important tool in foreign language learning.¹ Because, has various kinds of vocabulary needed, both words and

¹Rohmatillah, "Dictionary Usage In English Language Learning, English Education: Jurnal Tadris Bahasa Inggris", Vol. 9. Number 1, 2016, p. 186.

sentences. The existence of dictionary now is very necessary as a medium that can increase knowledge and insight. Nowadays, there are many dictionary often used, including manual dictionary and online dictionary. Manual dictionary or dictionary in the form of a book in which there is only the vocabulary of each word and its meaning, while online dictionary or dictionary that can be accessed on the internet and applications can display the overall vocabulary it every word, sentence, and paragraph.

Based on the preliminary research at SMAN 12 Sinjai, it was found that some students prefer to use manual dictionaries than online dictionary because the translation results in using manual dictionary are more accurate. Then, the vocabulary in the manual dictionary is easier to understand even though it takes a long time to find the meaning of each vocabulary. Using online dictionary, the translation results are not very accurate and the use of vocabulary pronouns was not found in searches, but it does not take a long time to translate.

The purpose of the researcher in conducting this research is to see the ability of each student in translating descriptive text, whether it is in accordance with the grammar structure or not. Therefore, in this study, the

researcher is interested in the results of the target language. English as a source language, in translating descriptive text using different dictionary, namely manual dictionary and online dictionary. In the twelfth grade IPA 1 using manual dictionary and in the twelfth grade IPA 2 using online dictionary. The researcher wanted to know the students' ability in translating descriptive text and the comparison of the translation results in the use of dictionary where the manual dictionary were use in the twelfth grade of IPA 1 and the online dictionary were use in the twelfth grade of IPA 2.

Based on the explanations above, the researcher then is interested in conducting a research entitled "the ability of students at twelfth grade IPA 1 and IPA 2 SMAN 12 Sinjai in translating descriptive text using manual dictionary and online dictionary (A Comparative Study)".

B. Research Questions

Based on the previous background, the researcher formulates research question as follow: "What are the difference result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2 SMAN 12 Sinjai?".

C. Objective of the Research

In relation to the problem statements above, the objective of the research is to know the difference result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2 SMAN 12 Sinjai.

D. Significance of the Research

Based on the research objectives to be achieved, this research is expected to have benefits in education, either directly or indirectly. The benefits of this research are as follows:

1. Theoretical (scientific) Significant

Theoretically, the results of this study are expected to be useful, namely:

- a. This research can contribute ideas to the development of science, especially in translating to produce a good translation according to the context.
- b. This research can contribute to the development of linguistic science, especially in the use of dictionaries as a tool or media in improving one's vocabulary in communicating and translating.

2. Practical Significant

Practically, this research is expected to give contribution to the writer, the teacher and the school.

a. For the Researcher

The researcher is expected to be able to add insight and direct experience in dealing with students during the research process later regarding the use of different dictionary in different classes in translating a text, with that researcher are required to master the subject and object to be studied.

b. For Teacher

The teacher add knowledge and experience to teachers about comparative learning, namely translating a descriptive text using different dictionary and in different classes.

c. For School

This research can be as a matter of consideration in compiling a learning program and determining the appropriate learning methods and media in translating a text between manual dictionary and online dictionary

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Translation

a. Definition of Translation

Some experts point their thought on translation by presenting theory. The theory is used to be the guideness of doing this research. The definition of translation explain below :

According to Zohre Owji,

Translation is a complicated task, during which the meaning of the source-language text should be conveyed to the target-language readers. In other words, translation can be defined as encoding the meaning and form in the target language by means of the decoded meaning and form of the source language. Different theorists state various definitions for translation.¹

In Oxford Learner's Pocket Dictionary, defined “as the process of changing something that is written

¹Zohre Owji, “Translation Strategis: A Review and Comparison of Theories”, *Journal Translation*, Vol. 17. Number 1, January 2013, p. 3.

or spoken into another language”.² This definition becomes the cover skin to go through the translation. It becomes the first assumption for us when we are going to discuss translation. Therefore, learning translation is very important in language learning, because there are foreign languages that will be translated into Indonesian as well as Indonesian into foreign languages.

Translating is the written transfer activity of text messages from one language into another language texts.³ In this case, the translated text is called the source text and a language called the source language. With regard to the translation, the text drafted by the translator is called the target text, and the language is called the target language.

One clear statement is expressed by Venuti, He states “. . . Translation is a process of communication: the objective of translating is to

²Oxford, “*Learner’s Pocket Dictionary*”, Fourth edition, Oxford University Press, 2008, p. 473.

³Benny H. Hoed, *Penerjemah, Penerjemahan, Terjemahan, dan Dinamika Budaya: Menatap Peran Penerjemahan Pada Masa Lalu di Nusantara*, (ed, XXXVII; Jakarta Selatan; Universitas Indonesia, 2011), p. 59.

impart the knowledge of the original to the foreign reader”.⁴ From this opinion, what explains the translation, which means the communication process conveyed using a foreign language, then the person conveyed understands it. Therefore, there is a change from the original language of the foreign language to Indonesian.

According to Choliludin,

Translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text.⁵

From the opinion of several experts above regarding the definition of translation, it can be concluded that translation is a process of transferring the source language to the target language, therefore translation is the communication process that is conveyed.

⁴Lawrence Venuti, *The Translation Studies Reader*, (Ed, I; London; Routledge Taylor and Francis, 2000), p. 148.

⁵Choliludin, *The Technique of Making diomatic Translation*, (Ed, I; Jakarta; Kesaint Blanc, 2009), p. 4.

Allah say in QS. Ibrahim (14): 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ
اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

The meaning :

And we did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray whom he wills and guides whom he wills. And he is the exalted is might, the wise.⁶

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

b. Translation Process

In this research, the researcher use the definition theory of translation procedures proposed by Peter Newmark. Peter Newmark defines translation procedures as “the procedures that are used to translate a source language text in to target language especially for text, sentences and the

⁶Departemen Agama Republik Indonesia, *Al Quran dan Terjemahannya*, (Cet. I: Surabaya: C.V. Jaya Sakti, 1989), h. 379.

smaller units of language”.⁷ Translation procedures focuses on the sentence structure. Procedures means way of translating source language text into target language text.

Translation is not only transferring meaning which can be found by decoding the source language which is then processed or reproduced in the target language by re-encoding. These two concepts are related to cognitive attitudes in the translation containing the thoughts of the author, source-language text reader, translator, target language text reader.⁸

From the explanation above, it can be concluded that in the translation process, the text analysis stage is the first step in translating. The next stage, a translator carries out the diversion by looking for similarities in language units starting from words, phrases, clauses, sentences and the entire discourse in the text in the target language. The thing that needs to be considered in translating is that every language

⁷Newmark, Peter. *A Textbook of Translation*, (Ed, I; New York: Prentice Hall International stages of the translation process consisting, 1988), p. 81.

⁸Rudi Hartono, *Perangkat Ilmu Menerjemah;Teori dan Praktek Penerjemahan*, (Cet. I; Semarang: Cipta Prima Nusantara, 2017), p. 43.

has a language system that is different from one another, be it in the lexical, grammatical and meaning system levels.

Three stages in the following translation system.



Picture 2.1. Stage of the Traslation Process

Newmark states that there are 3 stages of the translation process consisting of:¹⁰

1) Analysis Phase

This stage is carried out by interpreting and analyzing the source language text by analyzing the text thoroughly in terms of content, grammar and word meaning. The analysis stage is needed

¹⁰ Jeremy Munday, *Introducing Translation Studies; Theories and Applications*, ..., p. 63.

at an early stage so that the type of text as a whole can be identified properly. In this stage, the main task is to find the main idea or idea and understanding of linguistic elements (language) which includes levels of words, phrases, clauses, and sentences in the text of the source language.

2) Transfer Stage

This stage is carried out by selecting equivalents at the word to sentence level in the target language text. The stage is to find and determine the equivalent of terms and cultural equivalents that are in accordance with the intended meaning in the source language.

3) Restructuring stage

This stage is carried out by rearranging the text according to the author's intent and the rules of the target language. In the restructuring stage, things that have been done in the previous stage are rewritten, including the meaning adjusted to the rules and rules of the target language.¹¹

¹¹ Peter Newmark. *A Textbook of Translation...*, p. 45.

c. Types of Translation

Four methods are more likely to be used to translate in the source language:¹²

1) Word-for-word Translation

The word-for-word translation method, the words in the target text are usually directly placed under the source text version, so this translation method is often called the inter-line translation method. This method of translation is closely tied to the level of words, so that the word order is maintained. In doing their job, the translator only looks for the equivalent words from the source language into the target language.

2) Literal Translation

Literal translation or also known as linear translation is between the translation of words and free translation. In the translation process, the translator looks for grammatical constructs of the source language that are equivalent to or close to the target language. This method of literal translation is independent of context. The

¹²Rudi Hartono, *A Handbook For Translators*, (Cet. I; Semarang: Cipta Prima Nusantara, 2017), p. 15-20.

translator usually starts translating the source text like a word-for-word translation, but then adapts the wording to the target grammar.

3) Faithful Translation

Faithful translation is used by translators when trying to reproduce the contextual meaning of the original text appropriately within the boundaries of the grammatical structure of the target text and this translation holds true to the intent and purpose of the source text.

4) Semantic Translation

Semantic translation is more flexible than faithful translation. Faithful translation is more rigid and does not compromise with the rules of the target language or is more tied to the source language, whereas semantic translation is more flexible with the target language.

d. The Assessment Aspect of Translation

A good translation should pay attention to aspects of the accurability.¹³

¹³Mangatur Nababan, et.al., “Pengembangan Model Penilaian Kualitas Terjemahan, Kajian Linguistik dan Sastra, Universitas Sebelas Maret Surakarta, Surakarta” Vol 24, Number 1, 2012, h. 44-45.

1) Accuracy

Accuracy is a term used in evaluating a translation to refer to whether the source language text and target language text are equivalent or not. The concept of equivalence refers to the similarity in content or message between the two.

2) Readability

In the context of translation, the term legibility basically concerns not only the legibility of the source language text but also the legibility of the target language text. This is in accordance with the essence of every translation process which always involves both languages at once.

3) Acceptability

Aspect of quality translation is related to the issue of acceptability. The term acceptability refers to whether a translation has been disclosed in accordance with the rules, norms and culture that apply in the target language or not, both at the micro level and at the macro level.

Newmark states “unit of translation normally refers to the source language unit which can be

recreated the target language without the addition of other meaning elements from the source language”.¹⁴ As for analyzing and classifying data with pay attention to the grammatical analysis of phrases, clauses, and sentences on the text to be translated.

Table 2.1.
The Example Unit of Translation Manual
Dictionary

Source Text	Target Text
Butterflies are some of the most interesting insect. It can fly and has more colours. There are more than seventeen thousand different kinds of butterflies on the Earth. If we see it, we are happy. There are many Shape and sizes of butterflies. Butterflies eat from lower nectar and help to	Kupu kupu merupakan beberapa apa beberapa serangga yang paling menarik. Mereka terbang dan memiliki berbagai macam warna. Lebih dari tujuh belas ribu berbeda jenis kupu kupu di dunia. Jika melihatnya, kita senang. Ada berbagai bentuk dan ukuran pada kupu kupu. Kupu

¹⁴ Newmark, Peter. *A Textbook of Translation*, ..., p. 140.

breed.	kupu memakan madu padabunga dan membantu perkembangbiakan.
--------	--

Table 2.2

The Example Unit of Translation Online Dictionary

Source Text	Target Text
Butterflies are some of the most interesting insect. It can fly and Has more colours. There are more than seventeen thousand different kinds of butterflies on the Earth. If we see it, we are happy. There are many shape and sizes of butterflies. Butterflies eat flower nectar and help to breed.	Kupu-kupu termasuk Serangga yang paling menarik. Ia dapat terbang dan mempunyai berbagai warna. Ada tujuh belasribu jenis kupu-kupu di dunia. Jika kita melihatnya, kita menjadi senang. Ada berbagai bentuk dan ukuran kupu-kupu. Kupu-kupu makan madu bunga dan membantu perkembangbiakan.

2. Descriptive Text

a. Definition of Descriptive Text

Dalman reveals “the descriptive text is a writing that describes or describes a certain object or event in clear and detailed words, as if the reader feels and experiences firsthand what the writer describes”.¹⁵ From this explanation, the descriptive text describes an object using easy and detailed language so that the reader can feel and explore the text, as if the reader is in the text.

According to Kane states “descriptive text is about sensory experience how something looks, sounds, tastes”.¹⁶ Mostly is about visual experience, but description also deals with other kinds of perception.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or

¹⁵Dalman. *Keterampilan Menulis*. (ed, VI; Jakarta: Raja Grafindo Persada, 2018), h. 94.

¹⁶Thomas S. Kane, *The Oxford Essential Guide to Writing*, (ed, II; Oxford: A Berkley Book, 2000), p. 351.

hearers.¹⁷ The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. Description, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities.

From several of the opinions of the experts above regarding descriptive texts, it can be concluded that descriptive text has a function to describe something in detail in order to enable the

¹⁷Peter Knapp and Megan Watkins, *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing*, (edt, II; Australia: University of New South Wales Press , Ltd, 2005, p. 98-99.

readers to see, hear, feel and touch it directly involve themselves in the event. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

b. The Purpose of Descriptive Text

Axelord said that the purpose of descriptive writing is:¹⁸

- 1) Writers “purpose is to achieve readers impression of a person and place by descriptive text”.
- 2) By explaining abstract suggestions from the writer it can give the readers more knowledge or interpretations.
- 3) The information given by describing (someone or something) will give readers a memorable piece of information. Then the writer uses description to back up his idea of something.

Therefore, the writer concludes from the purpose of descriptive text that has been stated above that descriptive text has several useful uses such as

¹⁸Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing*. New York: ST Martin's Press, (ed. IX; Boston: Bedford/St. Martins, 2010), p. 98-99.

helping us to recall the characteristics of the person, location, or item we want to find.

c. Generic structure of descriptive text

The generic structure of descriptive text is divided into two parts, there are:¹⁹

- 1) Identification It is a part of paragraph which introduces or identifies the character. Usually it is located at the beginning of the paragraph. Also that this statement tells the audience what the text is going to be about, and in this paragraph includes a short description and definition of the subject.
- 2) Description Explain how the features and characteristics of things that are being described. In general what is the reference in the description of this type of text are the parts of the object (parts), quality objects (qualities), or characteristics or habits (behavior). By identifying the generic structure of the text, it is easier to understand the text. It specifies the text

¹⁹Anggia Wahyuni, “ The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Technique on Students’ Reading Comprehension at the Eight Grade of Junior High School 06 Batanghari”, Thesis S1, (Jambi: The State Islamic University of STS Jambi, 2018), p. 8.

that given the reader in order to it is more interesting to read.

d. Characteristics of Descriptive Text

There are five characteristics of descriptive text:²⁰

- 1) Descriptive text attempts to show the detail information about an object.
- 2) Descriptive text gives more sensitivity impacts and to shape the readers imagination.
- 3) Descriptive text is conveyed with an interesting style by precise words choice.
- 4) Descriptive text tries to explain about something then can be seen, can be hear and can be feel. That's why the object is generally as things, nature, color and human.
- 5) The organization of conveyance always use space order.

e. Types of Descriptive Text

Mainly, there are several types of descriptive text, they are:²¹

²⁰Tossi Ana Ari Utami, "Improving the Ability in Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students at SMP N 1 Piyungan" Thesis S, (Yogyakarta: Yogyakarta State University, 2014), p. 32-35.

- 1) Describing proses It is not only explaining on how something was done, but also explaining why it was done.
- 2) Describing an event It is focused on describes the physical characteristic which reflects the event. To describe an event, a writer should remember about what happened in the event. For example, the writer wants to write about Tsunami that was happened in Japan. So the writer has to write or explains all detail about it so that the reader can imagine the real” situation there.
- 3) Describing personality Individual “description is based on physical features that represent the person. We need to identify the physical attributes (hair, eyes), the emotional attributes (warm, nervous), the moral attributes (greedy, truthful, trustworthy), and the mental” attributes (cleverness, perception).

²¹Asih Tiur Siburian, “Improving Students’ Achievement on Writing Descriptive Text Trough Think-Pair Share, Internasional Journal of Language Learning and Applied Linguistics World (IJLLALW)”, Vol. 3, Number 3, 2013, p. 32.

- 4) Describing a Place It is “focused on describes the physical characteristic which reflects the place, for example a home, a hospital, and a school.
- 5) Describing an object It is focused on describes the physical characteristic which reflects the object. Such as the color, form, shape, etc.

According to the expert statement above about the types of descriptive text, it is very clear that in describing an object the information must be clear, both physical characteristics so that the reader can easily understand and interpret the object it describes.

3. Dictionary

a. Definition of Dictionary

According to Al-Bulushy, “dictionary is derived from the word "diction" which means style”.²² It is a simple tool which helps us to pronounce, respell and check grammar. It gives meanings to words that cannot be understood, or words that have more than one meaning. Besides

²²Zainab Al Bulushy, “Paper Dictionary or Electronic One. Article Developing Teacher.com”, 2012, p. 3

meaning, it also provides information on the reader syllables, intonation and pronunciation of words. Moreover, it gives the information on how the words in a sentence are used. Dictionaries are used for words or phrases you do not know and you want to know the meaning.

The dictionary as alphabetical list of words followed by pronunciation information, definitions, and etymology.²³ Dictionary is a reference book about words. It is a book about language. People consult them to find out information about words. From the definition above, it can be inferred that dictionary is alphabetical lists of words presenting meaning and consists of pronunciation information, definitions and etymology.

Based on Oxford Learner's Pocket Dictionary, "a dictionary is a book containing the words of a language, with their meanings, arranged in alphabetical order".²⁴ Regarding the definition above, it can be concluded that the dictionary is like

²³Rohmatillah, "Dictionary Usage In English Language Learning, English Education: Jurnal Tadris Bahasa Inggris", Vol. 9. Number 1, 2016, p. 2.

²⁴Oxford, "Learner's *Pocket Dictionary*"..., h. 123.

a book containing words from a language and then arranged in alphabetical order.

When a word looks familiar but the sentence in which it is found or its wider context makes no sense at all, the learner should be encouraged to consult a dictionary.²⁵ Looking up dictionary during reading, speaking, and writing helps people to know the exact meaning of the word. the meaning of the sentence is that if a familiar word is found, you should use another dictionary reference, pay attention to each meaning of the word so that it is easier to know its meaning.

Dictionary is a tool that will when learners away from the classroom teacher and guide them towards further independent study.²⁶ It can be concluded that a dictionary is a tool to learn a language independently which can be used to check

²⁵Laufer et.al., “Monolingual, Bilingual and Bilingualised Dictionary ,” cites in Hayati, *TheEffect of Monolingual and Bilingual Dictionaries on Vocabulary Recall and Retention of EFL Learners*, Vol. 6. Number 2, 2006, p. 125.

²⁶Isabel Pérez Torres and M^adel Mar Sánchez Ramos, “Fostering Vocabulary Acquisition Through Self-Learning Tools And Electronic Dictionaries, The GRETA Magazine”, Vol. 10. Number 2, 2003, p. 3.

their own language and avoid some weaknesses in spelling, pronunciation, grammar, and meaning.

A valuable reference to the language insituatio ns where teachers are not available outside the classroom.²⁷ The point of the expert opinion is that the dictionary in language learning is very important, even though when we learn a language, if our teacher is not in a class, the dictionary will be a substitute for the teacher as a guide or reference in the language. learn. Because in the dictionary a lot of knowledge is conveyed.

From the explanations of several experts above regarding the definition of a dictionary, Can conclude that a dictionary is a book consisting of an alphabetical list of words that displays information about definitions, spelling, grammar, pronunciation, etymology, and word usage.

²⁷Arafat Hamouda , “A study of dictionary use by Saudi EFL studentsat Qassim University, Journal Studies in English Language Teaching”, Vol. 10, Number 3, 2013, p. 227.

b. Purposes of Using Dictionary

Some purposes of using dictionary as follows:²⁸

- 1) Comprehension (decoding)
 - a) Look up unknown words met while listening, reading or translating.
 - b) Confirm the meanings of partly known words.
 - c) Confirm guesses from context.
- 2) Production (encoding)
 - a) Look up unknown words needed to speak, write, or translate.
 - b) Look up the spelling, pronunciation, meaning, grammar, constraints use, collocation, inflections and derived forms of partly known words needed to speak, write or translate.
 - c) Confirm the spelling.
 - d) Check that word exist.
 - e) Find a different word to use instead of a known one.

²⁸I.S.P. Nation, *Learning Vocabulary in Another Language*, (Ed. I ; Cambridge: Cambridge University Press, 2001), p. 246.

- f) Correct an error.
- 3) Learning
 - a) Choose known words to learn.
 - b) Enrich knowledge of partly known words, including etymology.

c. Types of Dictionary

- 1) Manual Dictionary
 - a) Definition of Manual Dictionary

Compared to online dictionary, manual dictionary is time-consuming to access. The students need more time to find the word and they have to read the word in alphabetical order. As cited “manual dictionary differ from online dictionary in factors such as use, presentation, search capability, technical aspects, and nature of the content (multimedia elements)”.²⁹

Kridalaksana States,

Manual dictionary is a reference book containing a list of words or a combination of words with information

²⁹Veronica Pastor and Amparo Alcina, “Search Technique in Electronic Dictionaries; A Classification for Translation, International Journal of Lexicography”, Vol. 3. Number. 3, 2010, p. 309.

regarding various aspects of their meaning and usage in the language; it is usually arranged in alphabetical order (in Greco-Roman tradition according to the Greco-Roman alphabet, then according to the corresponding alphabet; in the Arabic tradition according to the number of consonants in order).³⁰

A manual dictionary is a reference book, contains a list of words found in a language, arranged alphabetically accompanied by an explanation of how to use the word.³¹ In connection with this statement, the manual dictionary is like a reference book which contains words in the language arranged alphabetically to make it easier to find.

b) Type of manual dictionary

In learning English, we really need a dictionary. For the beginner level, of course, the bilingual dictionary is used, namely English-Indonesian or Indonesian-

³⁰RMHE Harimurti Kridalaksana, *Kamus Linguistik*, (Ed,IV; Jakarta: Gramedia Pustaka Utama, 2008), p. 107.

³¹Gorys Keraf, *Diksi dan Gaya Bahasa*, (Cet, X; Jakarta: PT Gramedia Pustaka Utama, 2007), p. 44.

English. Meanwhile, the advanced level usually uses an Ekas dictionary. A well-known and most used language dictionary is the Oxford Dictionary.

Then, the two version dictionary, namely the English Indonesian dictionary and the famous Indonesian English dictionary by John Echols and Hassan Shadily. Indonesian-English dictionary are usually used to look up words in Indonesian and their translations in English and vice versa. This dictionary is also often used by a guide or tour guide who is learning to pronounce sentences in English to foreigners.³²

In electronic versions, users enter the word and can reach the meaning in milliseconds. What they can see is only the information related to that specific item. On the other hand, in print formats, when they search for a word, learners can also see

³²Ayşegül Takkaç Tulgar, "Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present, Journal of Educational Research, English Language Teaching Department, Atatürk University, Turkey", Vol. 5, Number 12, 2017, p. 55.

different items, meanings and usages above and below the looked-up word. Their eyes involuntarily wander on the page and some other items may attract their attention. In this way, they can learn new words or remember those they have not used for some time.

c) Advantages and Disadvantages of Manual Dictionary

Advantages of manual dictionary

- i. Learning new items
- ii. More detailed
- iii. Example sentences
- iv. More healthy

Disadvantages of manual dictionaries

- i. Not practical
- ii. Time-consuming
- iii. Not technological

Additionally, another participant state that online dictionaries are of course more technological and they offer easy access to information.³³

³³Ayşegül Takkaç Tulgar, “Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present, ..., p. 53.

2) Online Dictionary

a. The Definition of Online Dictionaries

Online dictionary is a dictionary or other reference work available via a computer network, such as the internet.³⁴

Online dictionary is the interest media for teaching. It just connecting the smartphone with the internet then click website of online dictionary and input word on blank box. It work by WIFI or data voucher.

Online dictionary provides the way to pronounce the words in audibly way, so the students can listen the exact words from native speaker. In presenting the media the teacher does not need hard effort to spell the word. The students only listen the sound from online dictionary and they can predict the words that have been spelt. Online dictionary provides some types of an English accent, such as Cambridge advance Learner'

³⁴Theresia Avila Triutami, "Student's responses on the use online dictionary at SMPN 15 Yogyakarta", Thesis S1, (Yogyakarta: Sanata Dharma University, 2017), p. 8.

dictionary, there are two types of accents: British accent and American accent. In addition, the students can differentiate between British accent and American accent. Moreover, online dictionaries provides some exercises such as grammar, vocabulary, pictures dictionary and exam-practice, study pages, thesaurus and verb endings.

b. Types of Online Dictionary

There are many several website for online dictionary that can be used for learning English. Some dictionary offers eases, such as Google. Google uses its own translation software. Google Translate, like other automatic translation tools, has some limitations. While it can help the reader to understand the general content of a foreign language text, but does not provide an accurate translation. Dictionary cambridge .org that provide meaning of word not only word but sound. Cambridge Online Dictionary is one of kind monolingual dictionary because only provide meaning

from English to English. So, the language users also easy to learn pronunciation by imitating which focused in English.³⁵

c. Advantages and Disadvantages of Online Dictionary

Advantages of Online Dictionary

- i. Technological
- ii. Quick search
- iii. Audio for pronunciation
- iv. Easy access

Disadvantages of Online Dictionary

- i. Less detailed
- ii. Loss of connection
- iii. Distracting images

Additionally, another participant state that online dictionary is of course more technological and they offer easy access to information.³⁶

³⁵Ayşegül Takkaç Tulgar, "Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present, ..., p. 55.

³⁶Ayşegül Takkaç Tulgar, "Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present, ..., p. 53.

B. Previous Research

Previous research results are in accordance with the research to be carried out:

1. The research results Muhamad Aldo Ariakusumah (in the year 2017) regarding “*The Comparison of Translation Results of A Narrative Text Using Google Translate and Manual Translation of Second-Year Students At SMAN 15 Bandung*”. This research aims to find out the translation quality and translation procedures in Google Translate and Human Translation. There are ten samples of the texts quality based on the result of translation by the students class XI IBB at SMA Negeri 15 Bandung with the most frequently used in Google Translate is Word for word translation procedure (68,2%). Borrowing (1,4%), and the most frequently used in Human Translation is Literal Translation (77,27%), Free Translation (13,63%), Adaptation (4,54%), Transference or Borrowing (4,54%). Google Translate is not relevant and suitable for the translation work conducted by the 11 grade students and also other

translation work conducted by people who intend to translate a foreign language.³⁷

2. The research results Hilda Trisviati (in the year 2018) regarding “*Students Translation Process in Translating Text at Twelve Grade of SMAN 1 AIR JOMAN*”. This research purposes to find out and describe translation process in translating text at the twelve grade of SMA N 1 Air Joman. The subject of this research is 9 students”. The research methodology that used is qualitative descriptive method, which describes the natural state in depth and detail about the translation process done by the students”. To find out and describes the translation process of students, the reseacher used interview instrument. To support the result of the interview, the researcher given the text to the students” to be translated. To analysis the result of students” interview, the researcher used Miles and Huberman. The results of research in finding and describing of students” translation process in translating text is all off student used restructuring, it

³⁷Muhamad Aldo Ariakusumah, “The Comparison of Translation Results of A Narrative Text Using Google Translate and Manual Translation of Second-Year Students At SMAN 15 Bandung”, Thesis S1, (Bandung: Indonesia University of Education, 2017), abstract, h.iii.

means that they are always reread from what they translate. Then, 8 students used analysis, it means that they read the text before they translate. The last is transfer, just 6 students used this, it means that they are didn't make easy word to translate their text to the target language.³⁸

3. The research results Asep Surahman (in the year 2013) regarding "*An Analysis of Students' Translation Product of A descriptive Text Entitled Octopus*". This research aims to find out students' translation strategy, students' problems in translating, and students' translation quality. It applies a qualitative case study with data collected from documents of students' translation works and interview. The students' translations were analyzed by using translation strategy theory of Vinay and Darbelnet in Fawcet (1997), Newmark (1988) and method of translation test assessment by National Accreditation Authority for Translators and Interpreters (NAATI) concerning the quality of translation. The interview was analyzed

³⁸Hilda Trisviati. "Students Translation Process in Translating Text at Twelve Grade of SMAN 1 AIR JOMAN", Thesis S1. (Medan: State Islamic University of North Sumatra, 2018), abstract, h. i.

through textual descriptive analysis to find out students' translation problems. The findings reveal that the translation strategies found in students' translation works were Transposition (46%), Reduction (39%), Literal (21%), Expansion (8%), Couplets (8%), Naturalization (3%), Equivalence (3%) and mistranslation about 18%. The problems found were vocabulary problem, lexical problem, and syntactic problem. And for the quality, three translation works were categorized as acceptable translations, since the scores were more than 70. It is recommended that further research can be conducted in different group of students, places, and text types to give more information about students' translation.³⁹

Based on the relevant research results above, there are differences in research that will be carried out by the researcher, namely regarding research methods. Research that will be carried out uses quantitative methods and previous research uses qualitative

³⁹Asep Surahman, "An Analysis of Students' Translation Product of A descriptive Text Entitled Octopus", Thesis S1, (Bandung: Indonesia University of Education, 2013), abstract, h.ii.

methods. While the equation is to analyze the results of students' translation in translating

C. Hypothesis

According to Firdaus “the research hypothesis is a provisional statement of the research results, namely the prediction of the research results to be carried out based on the results of a theoretical study”.⁴⁰ In this research the researcher using comparative hypothesis, based on the definition, the hypotheses are:

1. (Ha) : Alternative hypothesis

There was the difference comparison result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2 SMAN 12 Sinjai.

2. (Ho): Null hypothesis

There not the difference comparison result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2 SMAN 12 Sinjai.

⁴⁰Firdaus, et.al., *Pedoman Penulisan Karya Tulis Ilmiah*, (Cet. IV; Sinjai: Cv. Latinulu, 2020), h. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

The type of this research is a comparative study with quantitative approach. Based on Sugiyono “Comparative study research is research that compares the existence of one or more variables in two or more different samples”.¹ From the above opinion, it is very clear that comparative research is a type of research comparing one or more variables in two samples or more different samples to be used.

Based on Suharsimi Arikunto state “It can also compare the similarity of views and changes in views of people, groups, or countries, on cases, people, events, or ideas”.² This research aimed to describe the using online dictionary and manual dictionary in English learning, especially in translation.

The quantitative approach is one type of research whose specifications are systematic, well-planned and

¹Sugiyono, *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Cet. 19; Bandung : Alfabeta, 2014), h. 54.

²Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pensekatan Praktek*. (Ed. Revisi; Jakarta: Rhineka Cipta, 2010), h. 310.

clearly structured from the start to the making of the research design.

According to Sugiyono,

Quantitative research scientific method because it fulfills scientific principles, namely concrete / empirical, objective, measured rationally and systematically. This method is also called the discovery method, because with this method various new science and technology can be discovered and developed. This method is called a quantitative method because the research data is in the form of numerical figures and the analysis uses statistics.³ The researcher chose this type and approach because the researcher compiled, analyzed, and interpreted the data in relation to the meaning of the data collected or the variables studied, and answered the hypothesis.

B. Variable Definition

Based on Firdaus “the operational definition is a description of the limits of the problem or variable in question or about what is measured/discussed by the variable in question”.⁴

³Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Cet. 22; Bandung: Alfabeta, 2015), h. 7.

⁴ Firdaus, et.al., *Pedoman Penulisan Karya Tulis Ilmiah*, (Cet. IV; Sinjai: Cv. Latinulu, 2020), h. 56-57.

There were two variables of this research, they are independent variable and the dependent variable. The further explanation of both variables can be seen below:

1. Independent variable (X) is a variable that affects the causes or changes the dependent variable. In this research, the independent variable was the use of manual dictionary and online dictionary.
2. Dependent variable (Y) is a variable that is influenced by the independent variable. In this research, dependent variable was the ability of students in translating descriptive text.

C. Place and Time of the Research

1. Place of Research

This research was conducted in a different class; the twelfth grade students of IPA 1 and IPA 2 at SMA N 12 Sinjai. The reason of the researcher determined SMAN 12 Sinjai as the research location, because of the following considerations:

- a. The researcher found problems related to the research title.
- b. Students have low skills in the translation process.
- c. Willingness of schools to grant research permits.

2. Time of Research

The researcher conducted this research for one month, from early February to early March 2021 at SMAN 12 Sinjai.

D. Population and Sample

1. Population

According to Sugiyono, population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.⁵

Whereas, according to Firdaus “population is the total number, unit or individual whose characteristics are to be studied”.⁶ The population of this research were the of students twelfth grade IPA 1 the number of students were 34, and twelfth grade IPA 2 the number of students were 35 in SMAN 12 Sinjai. So, the total population were 69.

⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.*, (Cet. 18; Bandung: Alfabeta, 2013), h. 389.

⁶Firdaus, et.al., *Pedoman Penulisan ...*, h. 57.

2. Sample

According to sugiyono, “the sample is a portion of that population”.⁷ Meanwhile, according to Firdaus, sample is a part of the population whose characteristics are to be studied. the sample is representative or that describes the characteristics of the population.⁸

In determining the number of samples, the researcher used statistical calculations, namely the Slovin formula:⁹

$$n = \frac{N}{1+Ne^2}$$

Where :

n = sample size

N = population size

e = Allowance for inaccuracy due to tolerable sampling errors, then squared 5%.

Based on the Slovin formula, the amount of the research sample draw was:

⁷Sugiyono, *Metode Penelitian...* , h. 389.

⁸Firdaus, et.al., *Pedoman Penulisan ...*, h. 57.

⁹Juliansyah Noor, *Metodologi Penelitian*,(Ed. 1; Jakarta: Kencana Prenada Media Grup, 2011), h 158.

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{69}{1+ (69) (5\%)^2}$$

$$n = \frac{69}{1+ (69) (0,05)^2}$$

$$n = \frac{69}{1+ (69) (0,0025)}$$

$$n = \frac{69}{1+ 0,1725}$$

$$n = \frac{69}{1,1725}$$

$$n = 58,84$$

$$n = \text{rounded off } 58$$

Based on the results of these calculation, the sample obtained was 58 students. The number of samples that have been obtained is then divided into 2 classes according to the strata so that the determination of the number of samples in each class has the same proposition. The calculation of the

number of samples for each stratum can be calculated with a formula:¹⁰

$$\text{Sample} = \frac{\text{Population}}{\text{Total Population}} \times$$

Total Sample

Taking samples from each class:

$$\text{Twelfth Grade IPA 1} = \frac{34}{69} \times 58 = 28$$

$$\text{Twelfth Grade IPA 2} = \frac{35}{69} \times 58 = 29$$

Tabel 3.1

Research sample Proposional Stratified Sampling

No	Class	Population	Sample
1.	Twelfth Grade IPA 1	34	28
2.	Twelfth Grade IPA 2	35	29
Total		69	53

E. Technique of Data Collection

Data collection techniques are the most strategic steps in research because the main purpose of the research is to get data. Without knowing data collection techniques,

¹⁰Juliansyah Noor, *Metodologi Penelitianh* ..., h. 158.

researcher will not get data that meets the data standards set. In this case, the researcher used several methods that can facilitate this research, including:

1. Test

Some experts argue that regarding the definition of the test, a test tool is used to measure the ability of individual students.

The test is a question or task that is planned to obtain information about certain educational or psychological attributes and each item of the question or assignment or an answer or condition that is considered correct and if it does not meet these conditions then your answer is considered wrong.¹¹

The test is generally measuring, although some forms of psychological tests, especially personality tests, are descriptive in nature, the descriptions lead to certain characteristics or qualifications so that they are similar to the interpretation of the measurement results. Sukmadinata states “the tests used in education usually

¹¹ Yusuf Zainal Abidin, *Metode Penelitian Komunikasi Penelitian Kuantitatif: Teori dan Aplikasi*, (Cet. I; Bandung: Pustaka Setia, 2015), h. 48.

differentiate between achievement tests and psychological tests”.¹²

Based on the explanation above, it can be concluded that the test is a tool to measure the success or learning outcomes of students, especially those in accordance with the desired goals.

2. Questionnaire

Questionnaire is a data collection technique carried out with how to provide a number of written questions which are used to obtain information from the respondent in the sense of a personal report or known things.¹³

According to Sugiyono, questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered.¹⁴

Based on the experts statement above, it can be concluded that the questionnaire is a list of questions prepared by the researcher where each question is

¹²Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Cet. 11; Bandung: PT. Remaja Rosdakarya, 2012), h. 223.

¹³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik.*, (Cet. 14; Jakarta : Rineka Cipta, 2014), h. 194

¹⁴Sugiyono, *Metode Penelitian...*, h. 199.

related to the research problem. The questionnaire was finally given to respondents to be asked for answers. Therefore, in this research the researcher used a closed questionnaire.

F. Instrument of the Research

In principle, research is measuring, so there must be a good measuring instrument. Measuring instruments in research are usually called research instruments. So, the research instrument is a tool used to measure observed natural and social phenomena, or an instrument is a tool when the researcher uses a method.¹⁵

In an effort to obtain complete data and information on the matters to be studied through this research, a set of instruments was prepared. The instruments used in this research are as follows:

1. Test

The test referred to in this study is a test of students' ability in translating English descriptive text that was being translated into Indonesian. Therefore, the researcher was provided English descriptive text in twelfth grade students IPA 1 and twelfth grade IPA 2

¹⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Cet. 14; Jakarta: Rineka Cipta, 2010), h. 203.

to measure the students' ability in translating the descriptive text entitled "National Monument". The scoring on the test instrument, the maximum score is 3. In giving the score, the researcher follows the criteria in the table below:¹⁶

Table 3.2
Criteria of Accuracy

Criteria	Score
Accurate and clear meaning, without any omission addition or changes meaning.	3 (Accurate)
Correct meaning with minimum omission, addition or changes meaning.	2 (Less-Accurate)
Different meaning, unclear, ambiguous.	1 (Inaccurate)

Table 3.3
Criteria of Readability

Criteria	Score
Words, technical terms, phrases, clauses, sentences or	3 (Readable)

¹⁶ M. Rudolf Nababan, *Teori Menerjemah Bahasa Inggris*, (Cet. 2; Yogyakarta: Pustaka Pelajar, 2003), h. 87-88.

text translation can be understood easily by the reader.	
In general, that translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation	2 (Less-readable)
Translation difficult to understand by the readers.	1 (Unreadable)

Table 3.4
Criteria of Acceptability

Criteria	Score
Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptability)
Minimum inappropriate word or unnatural word.	2 (Less-acceptable)
Unnatural form, any inappropriate word.	1 (Inacceptable)

2. Questionnaire

The questionnaire given to the respondents (students) in this study contained an overview of the factors that affect students' ability to translate descriptive texts. For more details, see the questionnaire grid as shown in the table below:

Table 3.5

The questionnaire instrument grid regarding the students' ability to translate descriptive text using manual dictionary and online dictionary

No	Aspect Category Question	No. Question	Number of Questions	Score
1.	The effect of using dictionary (online dictionary and manual dictionary) in learning English	1,2,3	3 question	3
2.	The intensity of the students reading the text before translating	4,5	2 question	3

3.	The cause of students having difficulty translating text	6,7	2 question	3
4.	The efforts made by students in having difficulties when translating the text	8	1 question	3

G. Technique of Data Analysis

Data analysis is the result of data collection. This is because the collected data, if not analyzed, will only become meaningless items, become dead data, data that do not sound. Therefore, data analysis here serves to provide meaning, and value contained in the data.¹⁷

In analyzing the data, the researcher used grammatical analysis by paying attention to the structure of phrases, clauses, and sentences in translation.

As stated by William and Chesterman “the analysis of the translated text involves the textual comparison of a

¹⁷Moh. Kasiram, *Metodologi Penelitian; Refleksi Pengembangan Pemahaman dan Penguasaan Metodologi Penelitian*. (Ed, ;Malang: UIN Maliki Press, 2006), h. 274.

translation with its original".¹⁸ Besides, the researcher takes several steps to carry out the data analysis:

1. Giving directions to all students, that in twelfth grade IPA 1 translating using manual dictionary and twelfth grade IPA 2 using online dictionary.
2. Providing English descriptive text entitled "National Monument" to each student to be translated into Indonesian.
3. Collecting the data and checked the student' answer sheet.
4. Counting the students' ability in translating using manual dictionary and online dictionary and questionnaire instrument in percentage by the used the formula:

$$P = \frac{F}{N} \times 100\%$$

Where,

P : The percentage of students' personal ability

F : Total score

N : Maximum score

¹⁸Jenny William and Andrew Chesterman, *A Beginner's Guide to Doing Reseach in Translation Studies*, (Ed. II, Inggris: T. J . International Ltd., cornwall , 2002), h.6.

In order to find the average level mastery of students, the next step must do is finding out the mean by applied the formula:

$$M = \frac{\sum X}{N}$$

Where,

M : Mean

X : The raw score

N : Number of students

The last step is determining the percentage score of the students' ability. To find out, the writer used the formula:

$$P = \frac{\sum M}{N} \times 100\%$$

Where,

P : The percentage score of students' ability

M : The mean

N : The maximum score

The Classification of the level of students' ability in translation, were divided it into four level, namely:

Table 3.6
Level Mastery

Scale	Categories
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0%-49%	Poor

Where the levels mean:

Excellent : Translation is accurate, readability,
and acceptability.

Good : Translation is less-accurate with
minimum omission, addition
and minimum inappropriate words.

Fair : Different meaning, there are some
inappropriate words.

Poor : Unclear meaning, ambiguous, a lot
of grammatical errors and
inappropriate words.¹⁹

5. The last, making a table was comparison result
based on theories by Newmark.

¹⁹Vina Inayati Ruhansah, “An Analysis of Students' Ability in Translating Gramatical Equivalence”, (*State Institute for Islamic Studies (STAIN) Salatiga*, 2013), p. 47-48.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

UPT SMAN 12 Sinjai is a school located on A. Massalinri Bikeru 1 street, South Sinjai District, Sinjai Regency, South Sulawesi Province, Zip Code 92661. UPT SMAN 12 Sinjai was originally named SMAN 3 South Sinjai which was established on September 5, 2010 which occupies the school of SDN 165 Bolaromang. SD 165 Bolaromang itself was then melted down at SDN 42 Bikeru, due to its proximity and inadequate number of students. Meanwhile, junior high school alumni who want high school are very much so that SMAN 3 Sinjai Selatan was founded at that time by the Regent of Sinjai. On January 27, 2017, SMAN 3 South Sinjai changed its name to UPT SMAN 12 Sinjai based on Pergub No. 99 of 2017.¹

UPT SMAN 12 Sinjai as a whole has 43 teachers, 15 civil servant teachers and 28 honorary teachers. Meanwhile, the total number of students was 484 students,

¹Sekolah Kita SMAN 12 Sinjai”Data Dapodik”, Admin, 21 Juni 2020.

the number of male students was 227 students and the number of female students was 257 students. As for the number of classrooms there are eighteen classrooms in SMAN 12 Sinjai, namely, six X classrooms, three XI IPA classrooms, three XI IPS classrooms, three XII IPA classrooms, and three XII IPS classrooms. The rest there is a principal's room and teacher's room, library, computer laboratory, and mosque.²

B. Result and Discussion of the Research

1. Results

a. The Students' Ability in Translation

The results of the research regarding the ability of students between the twelfth grade IPA 1 who used manual dictionary and students of the twelfth grade IPA 2 who used online dictionary in translating The results of the research regarding the ability of students between the twelfth grade IPA 1 who used manual dictionary and students of the twelfth grade IPA 2 who used online dictionary in translating descriptive text from English to Indonesian so as to produce a comparison value between the

²Interview: Nurqalsum Kahar, S.Pd, (40), *Waka Kesiswaan*, SMAN 12 Sinjai, date February 22, 2021.

two classes of research interpreted in the table below:

Table 4.1
The Comparison of Accuracy, Readability and
Acceptability Score Using Manual Dictionary at
Twelfth Grade IPA 1

NR	Accuracy Score	Readability Score	Acceptability Score	Score
R1	26	24	24	74
R2	23	21	20	64
R3	26	23	21	70
R4	24	22	21	67
R5	27	25	24	76
R6	18	15	16	49
R7	25	22	19	66
R8	17	15	15	47
R9	17	17	16	50
R10	27	27	26	80
R11	24	21	23	68
R12	26	23	24	73
R13	24	25	22	71
R14	27	25	22	74
R15	25	24	20	69
R16	24	23	20	67

R17	25	22	19	66
R18	26	22	22	70
R19	21	21	21	63
R20	27	24	24	73
R21	26	22	19	67
R22	25	23	20	68
R23	20	17	17	54
R24	27	25	26	78
R25	21	23	20	64
R26	22	19	15	56
R27	24	23	21	68
R28	26	22	22	70
Total Score				1.862

Table 4.2
Students' Score and Level Mastery at Twelfth
Grade IPA 1

NR	Score	Percentage (%)	Level Mastery
R1	74	91%	Excellent
R2	64	79%	Good
R3	70	86%	Excellent
R4	67	83%	Excellent

R5	76	94%	Excellent
R6	49	60%	Good
R7	66	81%	Excellent
R8	47	58%	Fair
R9	50	62%	Good
R10	80	99%	Excellent
R11	68	84%	Excellent
R12	73	90%	Excellent
R13	71	88%	Excellent
R14	74	91%	Excellent
R15	69	85%	Excellent
R16	67	83%	Excellent
R17	66	81%	Excellent
R18	70	86%	Excellent
R19	63	78%	Good
R20	75	90%	Excellent
R21	67	83%	Good
R22	68	84%	Good
R23	54	67%	Good
R24	78	96%	Excellent
R25	64	79%	Good
R26	56	69%	Good

R27	68	84%	Excellent
R28	70	86%	Excellent
TOTAL SCORE <u>1.862</u> <u>2,299%</u> AVERAGE 66,5 82,1%			EXCELLENT

The table above presents score of the students' ability in translating the descriptive text entitled the National Monument from English into Indonesian using manual dictionary in the twelfth grade of IPA 1. The score column is the students' personal total score that calculated from accuracy, readability, and acceptability. The percentage column is the percentage of the students' personal total score. The level mastery column is the students' level mastery in translation based on the students' personal total score. In result the mean and the percentage score of students' translation at the twelfth grade of IPA 1 using manual dictionary, the researcher followed the steps:

1) The Mean of Students' Ability

The mean of students' ability in translating descriptive text using manual

dictionary, the formula below was used to calculate the mean of students' ability:

$$M = \frac{\sum X}{N}$$

Where,

M : Mean

X : The raw score

N : Number of students

$$\text{Thus, } M = \frac{1862}{28}$$

$$M = 66,5$$

From the calculation, it was founded that mean of the students ability is 66,5.

2) The Percentage Score of Students' Ability

The percentage score of students' ability in translating descriptive text using manual dictionary, the mean was used to calculate the percentage score of students' ability by using the formula:

$$P = \frac{\sum M}{N} \times 100\%$$

Where,

P : The percentage score of students' ability

M : The mean

N : The maximum score

$$\text{Thus, } P = \frac{66,5}{81} \times 100\%$$

$$P = 82,1\%$$

From the above calculations, the percentage of students' ability is 82,1%. In conclusion, in general the ability of students at the twelfth grade of IPA 1 in using manual dictionary in translating descriptive text from English into Indonesian was Excellent.

Table 4.3
The Comparison of Accuracy, Readability and
Acceptability Score Using Online Dictionary at
Twelfth Grade IPA 2

NR	Accuracy Score	Readability Score	Acceptability Score	Total
R1	27	25	24	76
R2	27	23	23	73
R3	24	23	22	69
R4	24	22	18	64
R5	22	22	17	61
R6	24	21	21	66

R7	20	12	12	44
R8	17	14	14	45
R9	15	14	14	43
R10	26	26	24	76
R11	21	16	14	51
R12	19	16	16	51
R13	27	27	26	80
R14	19	16	16	51
R15	22	19	17	58
R16	27	27	27	81
R17	27	27	26	80
R18	26	24	22	72
R19	25	24	20	69
R20	22	15	15	52
R21	27	26	26	79
R22	21	18	18	57
R23	21	18	21	60
R24	22	18	17	57
R25	20	18	15	53
R26	22	18	17	57
R27	16	12	11	39
R28	22	18	16	56
R29	24	23	21	68
Total Score				1,750

Table 4.4
Students' Score and Level Mastery at Twelfth
Grade IPA 2

NR	Score	Percentage (%)	Level Mastery
R1	76	94%	Excellent
R2	73	90%	Excellent
R3	69	85%	Excellent
R4	64	79%	Good
R5	61	75%	Good
R6	66	81%	Excellent
R7	44	54%	Fair
R8	45	56%	Fair
R9	43	53%	Fair
R10	76	94%	Excellent
R11	51	63%	Fair
R12	51	63%	Fair
R13	80	99%	Excellent
R14	51	63%	Good
R15	58	72%	Good
R16	81	100%	Excellent
R17	80	99%	Excellent

R18	72	89%	Excellent
R19	69	85%	Excellent
R20	52	64%	Good
R21	79	98%	Excellent
R22	57	70%	Good
R23	60	74%	Good
R24	57	70%	Good
R25	53	65%	Good
R26	57	70%	Good
R27	39	48%	Poor
R28	56	69%	Good
R29	68	84%	Excellent
TOTAL SCORE	1,750	2,207%	GOOD
AVERAGE	60,3	74,4%	

The table above presents score of the students' ability in translating the descriptive text entitled the National Monument from English into Indonesian using manual dictionary in the twelfth grade of IPA 2. The score column is the students' personal total score that calculated from accuracy, readability, and acceptability. The percentage column is the percentage of the students' personal total score. The level mastery column is the

students' level mastery in translation based on the students' personal total score.

In result the mean and the percentage score of students' translation twelfth grade of IPA 2 in using online dictionary, the researcher followed the steps:

1) The Mean of Students' Ability

The mean of students' ability in translating descriptive text using online dictionary, the formula below was used to calculate the mean of students' ability:

$$M = \frac{\sum X}{N}$$

Where,

M : Mean

X : The raw score

N : Number of students

$$\text{Thus, } M = \frac{1.750}{29}$$

$$M = 60,3$$

From the calculation, it was founded that mean of the students ability is 60,3.

2) The Percentage Score of Students' Ability

The percentage score of students' ability in translating descriptive text using online

dictionary, the mean was used to calculate the percentage score of students' ability by using the formula:

$$P = \frac{\sum M}{N} \times 100\%$$

Where,

P : The percentage score of students' ability

M : The mean

N : The maximum score

$$\text{Thus, } P = \frac{60,3}{81} \times 100\%$$

$$P = 74,4 \%$$

From the above calculations, the percentage of students' ability is 74,4%. In conclusion, in general the ability of students of the twelfth grade of IPA 2 in using online dictionary in translating descriptive text from English into Indonesian was Good.

b. The Grid Regarding of Students' Personal Ability

In the findings of filling the questionnaire as a supporting research instrument on the ability of students in translating descriptive text from English to Indonesian in students of the twelfth

grade of IPA1 in using the manual dictionary and the twelfth grade IPA 2 using an online dictionary. Thus, in the number of scores achieved by students in each class is 2,608 scores in the twelfth grade IPA 1 and the number of scores students of the twelfth grade IPA 2 is 5304.

2. Discussions

Before the researcher discuss the findings above, it is worth presenting each table of results comparing the ability of students in translating descriptive text using manual dictionary and online dictionary.

a. The Results of Translation Comparison Using Manual Dictionary

Tabel 4.5

Score of Accuracy Using Manual Dictionary

[illegible]

R6	3	2	1	3	1	2	2	2	2	18
R7	3	3	3	3	3	2	3	3	2	25
R8	3	2	1	2	2	2	2	1	2	17
R9	3	1	3	2	3	1	2	1	1	17
R10	3	3	3	3	3	3	3	3	3	27
R11	3	3	3	3	3	2	3	2	2	24
R12	3	3	3	3	3	3	3	3	2	26
R13	3	2	3	3	2	3	3	3	2	24
R14	3	3	3	3	3	3	3	3	3	27
R15	3	3	3	3	3	3	3	2	2	25
R16	3	3	3	3	2	2	3	2	3	24
R17	3	3	3	3	2	3	3	3	2	25
R18	3	3	2	3	3	3	3	3	3	26
R19	3	3	3	3	3	3	1	1	1	21
R20	3	3	3	3	3	3	3	3	3	27
R21	3	3	3	3	3	2	3	3	3	26
R22	2	2	3	3	3	3	3	3	3	25
R23	3	3	2	3	1	2	3	2	1	20
R24	3	3	3	3	3	3	3	3	3	27
R25	2	3	2	2	3	3	2	2	2	21
R26	3	3	3	2	1	3	3	2	2	22
R27	3	3	3	3	2	3	3	2	2	24
R28	3	3	3	3	3	2	3	3	3	26

The score above is the result of the calculation of the accuracy analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of accuracy from 28 respondents. There are accurate for scale three, less-accurate for scale two and inaccurate for scale one, the explanation about those three scales are as follows:

1) Accurate (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of accurate categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau yang lebih sering disebut monas berlokasi di Jakarta Pusat, Indonesia.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly

in the target text. As for the name of students were R1, R3, R4, R5, R6, R7, R8, R9, R11, R12, R13 R14, R15, R16, R17, R18, R19, R20, R21, R23, R24, R27, R28 who translated this sentence accurately.

Line 2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

TT : *Tugu ini dibangun pada tahun 1961 dengan tujuan untuk memperingati perjuangan dan semangat orang Indonesia meraih kemerdekaan.*

Based on the results of the translation of the second line above, it was categorized as accurate because the meaning of the source text had been conveyed correctly in the target text and can be easily understood by the target reader. As for the name of students were R1, R3, R4, R5, R7, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20,

R21, R23, R24, R25, R26, R27, R28. who translated this sentence accurately.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

Based on the results of the translation of the third line above, it was categorized as accurate because the meaning of the source text had been conveyed correctly in the target text and can be easily understood by the target reader. As for the name of students were R1, R3, R4, R5, R7, R9, R10, R11, R12, R13, R14, R15, R16, R17, R19, R20, R21, R24, R26, R27, R28 who translated this sentence accurately.

Line 4.

ST : The National Monument is a rectangular tower with the height of 132 meters.

TT : *Monumen Nasional merupakan tugu persegi panjang dengan ketinggian 132 meter.*

Based on the results of the translation of the fourth line above, it was categorized as

accurate because the meaning of the source text had been conveyed correctly in the target text and can be easily understood by the target reader. As for the name of students were R3, R4, R5, R6, R7, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R23, R24, R27, R28. who translated this sentence accurately.

Line 6.

ST : There is a museum at the base part of the tower with the size of 80 x 80 meters.

TT : *Ada sebuah museum dibagian pangkalan dengan ukuran 80 x 80 meter.*

Based on the results of the translation of the fifth line above, it was categorized as accurate because the meaning of the source text had been conveyed correctly in the target text and can be easily understood by the target reader. As for the name of students were R1, R2, R3, R4, R5, R7, R10, R11, R12, R13, R14, R15, R17, R18, R19, R20,

R22, R23, R25, R26, R27. who translated this sentence accurately.

The core of each sentences line had been delivered accurately in the target text, so the target reader easily understands the text. Therefore, the researcher found 185 (61,7%) data which were include in category accurate.

2) Less-Accurate (Two Point)

While, the examples of less-Accurate categories based on the result of data analysis in the table above:

Line 4.

ST : The National Monument is a rectangular tower with the height of 132 meters.

TT : *Monumen Nasional tersebut seperti persegi panjang dengan tinggi 132 meter.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real one although there is an addition of information in the target text, such as the addition of the words “*tersebut seperti*”

stated in the target text. In line four there are student names whose translations fall into this category were R1, R13, R14, R17, R26.

Line 5.

ST : The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower.

TT : *Bagian tipe dari pembangunan itu menjadi karakter spesial dengan bentuk nyala api yang di lapiasi emas perak berada di puncak menara.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real one although there is an addition of information in target text, such as the addition of the words “*bagian tipe bangunan*” stated in target text. In line four there are student names whose translations fall into this category of were R13, R16, R17, R27. The researcher found 58 (19,3%) data which is include in category less-accurate.

3) Inaccurate (One Point)

Then, the examples of Inaccurate categories based on the result of data analysis in the table above:

Line 3.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

TT : *Bangunan tugu itu 1961 bersamaaan yang bertujuan untuk memperingati perjuangan rakyat Indonesia menuju kemerdekaan.*

In the fourth line above, the meaning in the source text was not conveyed accurately in the target text. because the meaning in the target text was far from its true meaning. As for the student who did the translation like the sentence above namely, R6.

Line 8.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform

where we will find the observation deck
and also the flame of independence.

TT : *Bangunan anda akan menemukan lift
yang dapat digunakan untuk mengakses
platrom atas dimana kita akan
menemukan dele observasi dan nyala api
kemerdekaan.*

In the eighth line above, the meaning in the source text was not conveyed accurately in the target text. because the meaning in the target text was far from its true meaning. As for the student who did the translation like the sentence above namely, R8, R9, R19, R28. The researcher found 14 (4,7%) data which is include in category inaccurate.

Tabel 4.6
Score of Readability Using Manual Dictionary

NR	1	2	3	4	5	6	7	8	9	Total
R1	3	3	3	3	3	3	3	1	2	24
R2	2	3	2	3	2	2	2	3	2	21
R3	3	2	3	3	2	3	3	2	2	23

R4	3	2	3	3	3	2	3	2	1	22
R5	3	3	3	3	3	3	3	2	2	25
R6	2	2	2	3	1	2	1	1	1	15
R7	3	2	2	3	3	2	3	2	2	22
R8	3	1	1	2	2	1	2	1	2	15
R9	2	1	3	3	2	1	3	1	1	17
R10	3	3	3	3	3	3	3	3	3	27
R11	2	2	3	2	2	3	3	2	2	21
R12	3	3	3	3	2	3	2	2	2	23
R13	3	3	3	3	3	3	3	2	2	25
R14	3	3	3	2	2	3	3	3	3	25
R15	3	3	3	3	3	2	2	2	3	24
R16	3	3	3	2	2	3	2	2	2	23
R17	3	3	2	2	3	2	3	2	2	22
R18	2	3	3	2	2	2	3	2	3	22
R19	3	3	3	3	3	3	1	1	1	21
R20	3	3	3	3	2	3	2	3	2	24
R21	3	2	2	3	3	2	3	2	2	22
R22	1	2	3	3	2	3	2	3	3	23
R23	3	2	2	3	1	2	2	1	1	17
R24	3	3	3	3	3	3	3	2	2	25
R25	2	3	3	2	3	3	3	2	2	23

R26	3	2	2	3	2	2	2	1	2	19
R27	3	3	3	3	2	3	2	2	2	23
R28	3	2	3	2	2	3	3	2	2	22

The score above was the result of the calculation of the readability analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of readability from 28 respondents. There were readable for scale three, less- readable for scale two and unreadable for scale one, the explanation about those three scales were as follows:

1) Readable (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of readable categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central jakarta, Indonesia.

TT : *Monumen Nasional atau yang biasa disebut monas berada di Jakarta Pusat, Indonesia.*

The translation above was included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were R1, R3, R4, R5, R7, R8, R10, R12, R13, R14, R15, R16, R17, R19, R20, R21, R23, R24, R27, R28 who the sentence is readable and can be easily understood by the target text.

Line 2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

TT : *Tugu ini dibangun pada tahun 1961 dengan tujuan untuk memperingati perjuangan dan semangat orang Indonesia meraih kemerdekaan.*

Based on the results of the translation of the second line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text

translation can be understood easily by the reader. As for the name of students were R1, R2, R5, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R24, R25, R27, R28 who the sentence was readable and can be easily understood by the target text.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were R1, R2, R3, R4, R5, R9, R10, R11, R12, R13, R14, R15, R16, R19, R20, R22, R24, R25, R26, R27, R28 who the sentence was readable and can be easily understood by the target text.

Line 5.

ST : The typical part of the building that became a special characteristic of it is the flame shape covered with gold

foil located on the top of the tower.

TT : *Bagian tipe dari pembangunan itu menjadi karakter spesial dengan bentuk nyala api yang dilapisi dengan emas perak berada di puncak (atas) tugu.*

Based on the results of the translation of the fifth line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were R1, R2, R4, R5, R7, R10, R12, R13, R15, R17, R18, R19, R24, R25, R28 who the sentence is readable and can be easily understood by the target text.

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Jika anda pergi ke bagian sisi selatan bangunan anda Akan menemukan*

*tangga berjalan yang bisa digunakan
untuk mengakses panggung teratas
dimana kita menemukan pengamat
geladak kapal dan juga api
kemerdekaan.*

Based on the results of the translation of the ninth line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were R10, R14, R15, who the sentence is readable and can be easily understood by the target text.

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. The sentence was readable and can be easily understood by the target reader. The above line of sentence can be read by the target reader, so that the target reader can be easily read by the target reader. Therefore, The researcher found 132 (44%) data which was include in category readable.

2) Less-Readable (Two Point)

Based on the results of data analysis in the table above, the following were included in the examples of less-readable categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau dikenal dengan monas bertepatan lokasi di Jakarta Indonesia.*

Based on line above, there were word that are less-readable or with minimum omission, addition or changes meaning such as “change meaning of the word *dikenal*, addition of word *bertepatan*, and omission word *pusat*. In the first line there were students whose translation fall into the less-readable category of R2, R6, R9, R11, R18, R22.

L2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle

and fight of the people in Indonesia to achieve their independence.

TT : *Untuk memperingati perjuangan dan perjuangan rakyat di Indonesia untuk mencapai kemerdekaan.*

Based on line above, there were words that are less-readable or with minimum omission, addition or changes meaning such as “omission words *tugu ini dibangun pada tahun 1961 dengan tujuan*”. In the second line there were students who translation fall into the less-readable category of were R3, R4, R6, R7, R21, R23, R26.

Line 6.

ST : There is a museum at the base part of the tower with the size of 80 x 80 meters.

TT : *Disana ada sebuah museum.*

Based on line above, there were words that are less-readable or with minimum omission, addition or changes meaning such as “omission words *di bagian bawah menara dengan ukuran 80 x 80 meter*. In the second

line there are students who translation fall into the less-readable category of were R4, R6, R8, R18, R22, R23, R26, R27.

Line 7.

ST : Everyone can visit the museum to learn the history ofc Indonesia.

TT : *Tiap orang dapat dapat mengunjungi museum dan mempelajari sejarah Indonesia.*

Based on line above, there were words that are less-readable or with minimum omission, addition or changes meaning such as “ omission word *untuk*, change meaning of the word *belajar*”. In the second line there were students who translation fall into the less-readable category of were R2, R5, R7, R8, R9, R15, R22, R25, R27, R28. The researcher found 97 (32,3%) data which was include in category less-readable.

3) Unreadable (One Point)

Based on the results of data analysis in the table above, the following were included in the examples of unreadable categories:

Line 8.

ST : There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors.

TT : *Digedung ini terdapat amfia teater yang bernama kemerdekaan, terletak dibagian atas monas dan dapat dicapai menggunakan tangga spiral dipintu utara dan selatan.*

On the eighth line above there were words that were unclear, such as the word "*terletak dibagian atas* that should be *yang berada di puncak*". As for the students who do the translation as above, namely R1, R6, R8.

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Bangunan anda akan menemukan lift yang dapat digunakan untuk mengakses platrom atas dimana kita akan menemukan dele observasi dan juga nyala api kemerdekaan.*

On the ninth line above there were words that are unclear and ambiguous, such as “unclear word *dele observasi* that should be *pengamat geladak kapal*” and “ambiguous word *Bangunan anda* that should be *jika anda peri di sisiselatan bangunan*”. As for the students who do the translation as above, namely R4, R9, R19, R23.

in the two lines of the sentence above was unreadable, which means there was translation difficult to understand by the reader. The researcher found 22 (2,4%) data which was include in category unreadable.

Tabel 4.7

Score of Acceptability Using Manual Dictionary

NR	1	2	3	4	5	6	7	8	9	Total
R1	3	3	3	3	2	2	3	2	3	24
R2	2	3	3	2	1	2	2	3	2	20

R3	3	3	2	2	2	3	3	2	1	21
R4	3	2	3	3	3	3	2	1	1	21
R5	3	2	3	3	3	3	3	2	2	24
R6	2	2	2	2	1	2	2	1	2	16
R7	3	2	2	3	1	2	3	2	1	19
R8	3	2	1	2	2	1	1	1	2	15
R9	2	1	2	3	2	1	3	1	1	16
R10	3	3	3	3	3	3	3	3	2	26
R11	2	3	3	2	2	3	3	3	2	23
R12	3	3	3	3	3	3	2	2	2	24
R13	3	2	3	3	2	3	3	1	2	22
R14	3	3	3	2	2	3	2	2	2	22
R15	2	3	3	2	2	2	2	2	2	20
R16	3	2	3	3	1	2	2	2	2	20
R17	3	2	2	2	2	2	3	1	2	19
R18	3	2	3	2	2	3	3	2	2	22
R19	3	3	3	3	3	3	1	1	1	21
R20	3	3	3	2	2	3	3	3	2	24
R21	3	2	2	2	2	2	3	1	2	19
R22	1	1	3	3	2	3	2	2	3	20
R23	3	2	2	3	1	2	2	1	1	17
R24	3	3	3	3	3	3	3	3	2	26
R25	2	3	3	2	3	3	1	1	2	20
R26	2	2	2	1	2	1	2	1	2	15
R27	3	2	3	3	2	3	2	2	1	21
R28	3	3	3	2	3	3	3	1	1	22

The score above is the result of the calculation of the acceptability analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of

acceptability from 28 respondents. There are acceptability for scale three, less-acceptable for scale two and unacceptable for scale one, the explanation about those three scales are as follows:

1) Acceptability (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of acceptability categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau yang biasa disebut sebagai monas berada di Jakarta Pusat, Indonesia.*

In the first sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were R1, R3, R4, R5, R7, R8, R10, R12, R13, R14, R15, R17, R18, R19, R20, R21, R23, R24, R27, R28. The researcher found

58 (19,3%) data which is include in category less-accurate.

Line 2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

TT : *Tugu ini dibangun pada tahun 1961 dengan tujuan untuk memperingati perjuangan dan semangat orang Indonesia meraih kemerdekaan.*

In the second sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there was no grammatical errors, read naturally. As for the name of students were R1, R2, R3, R10, R11, R12, R14, R16, R20, R21, R24, R25.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

In the third sentence line above in the acceptability category because the meaning

of the sentence was natural form, the word is appropriate, there was no grammatical errors, read naturally. As for the name of students were R1, R2, R4, R5, R10, R11, R12, R13, R14, R15, R16, R18, R19, R20, R22, R25, R26, R27, R28.

Line 4.

ST : The National Monument is a rectangular tower with the height of 132 meters.

TT : *Monumen Nasional tersebut merupakan persegi panjang dengan tinggi 132 meter.*

In the fourth sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there was no grammatical errors, read naturally. As for the name of students were R1, R4, R5, R7, R10, R12, R13, R15, R19, R22, R23, R24, R26, R27.

Line 5.

ST : The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil

located on the top of the tower.

TT : *Bagian khas dari pembangunan
menjadi karakter spesial yaitu bagian
api penutup dengan kertas timah emas
dibagian atas tugu.*

In the fifth sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there was no grammatical errors, read naturally. As for the name of students were R4, R5, R10, R12, R19, R24, R25, R28.

L7.

ST : Everyone can visit the museum to learn
the history of Indonesia.

TT : *Setiap orang dapat mengunjungi
museum untuk mempelajari sejarah
Indonesia.*

In the seven sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there was no grammatical errors, read naturally. As for the name of students were R1, R3, R5, R7, R9, R12, R10, R18,

R20, R21, R24. Overall each of the above translation lines belongs to the acceptability category, therefore the researcher found 109 (36,3%) data which was include in category acceptability.

2) Less-acceptable (Two Point)

Based on the results of data analysis in the acceptability table above, there were a number one that was in the less acceptable category. But, when analyzing the sentence, the researcher did not find any unnatural words on the line.

The researcher did not find the students' translation results in the less acceptable category, namely minimum inappropriate word or unnatural word.

3) Inacceptable (One Point)

Based on the results of data analysis in the acceptability table above, there were a number one that was in the inacceptable category. But, when analyzing the sentence, in the inacceptable category, the researcher did not

find unnatural form and inappropriate word in a line of text.

- b. The Results of Translation Comparison Using Online Dictionary

Tabel 4.8

Score of Accuracy Using Online Dictionary

NS	1	2	3	4	5	6	7	8	9	Total
S1	3	3	3	3	3	3	3	3	3	27
S2	3	3	3	3	3	3	3	3	3	27
S3	3	2	3	3	3	3	3	3	2	24
S4	3	3	3	3	3	3	2	2	2	24
S5	3	2	3	2	3	2	2	3	2	22
S6	3	2	3	3	3	3	3	2	2	24
S7	2	2	2	3	3	2	2	2	2	20
S8	2	2	1	2	2	1	3	2	2	17
S9	3	2	3	3	2	2	-	-	-	15
S10	3	3	3	3	2	3	3	3	3	26
S11	2	2	3	3	3	2	2	2	2	21
S12	1	2	3	3	3	2	2	2	1	19
S13	3	3	3	3	3	3	3	3	3	27
S14	2	2	3	3	3	2	2	1	1	19

S15	2	2	3	3	3	3	2	2	2	22
S16	3	3	3	3	3	3	3	3	3	27
S17	3	3	3	3	3	3	3	3	3	27
S18	3	3	3	3	3	3	3	3	2	26
S19	3	3	3	3	2	2	3	3	3	25
S20	2	2	3	3	3	3	2	2	2	22
S21	3	3	3	3	3	3	3	3	3	27
S22	1	2	3	3	2	3	2	2	3	21
S23	3	2	2	3	3	2	2	2	2	21
S24	2	3	3	3	3	3	2	2	1	22
S25	2	2	3	3	1	3	2	2	2	20
S26	2	2	3	2	3	3	2	3	2	22
S27	2	2	1	3	2	1	2	2	1	16
S28	2	2	3	3	3	2	2	2	3	22
S29	3	3	3	2	3	2	3	2	3	24

The score above is the result of the calculation of the accuracy analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of accuracy from 29 respondents. There are accurate for scale three, less-accurate for scale two and

inaccurate for scale one, the explanation about those three scales are as follows:

1) Accurate (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of accurate categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau biasa disebut monas terletak di Jakarta Pusat, Indonesia.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S3, S5, S10, S29, who translated this sentence accurately.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S3, S4, S5, S6, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S28, S29, who translated this sentence accurately.

Line 4.

ST : The National Monument is a rectangular tower with the height of 132 meters.

TT : *Monumen Nasional berbentuk menara persegi panjang dengan ketinggian 132 meter.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students S9, who translated this sentence accurately.

Line 5.

ST : The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil

located on the top of the tower.

TT : *Ciri khas bangunan yang menjadi ciri khasnya adalah bentuk nyala api yang dilapisi kertas emas yang terletak dibagian atas menara.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S4, S5, S9, S10, S13, S16, S17, S18, S21, S23, S24, S28, S29, who translated this sentence accurately.

Line 6.

ST : There is a museum at the base part of the tower with the size of 80 x 80 meters.

TT : *Terdapat sebuah museum di bagian dasar menara dengan ukuran 80 x 80 meter.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S3, S4, S6, S11, S12, S13, S14,

S15, S16, S17, S20, S21, S22, S24, S26, S29,
who translated this sentence accurately.

Line 7.

ST : Everyone can visit the museum to learn
the history of Indonesia.

TT : *Setiap orang bisa mengunjungi museum
itu untuk belajar sejarah Indonesia.*

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S4, S5, S6, S10, S13, S15, S16, S17, S18, S19, S21, S28, S29 who translated this sentence accurately.

Line 8.

ST : There is also an amphitheater in this
building called Ruang Kemerdekaan, it
is located in the "cup" part of Monas and
it can be reached by using spiral stairs at
the north and south doors.

TT : *Di gedung ini juga terdapat ampiteater
yang bernama ruang Kemerdekaan
terletak dibagian “cawan” monas dan*

dapat dicapai dengan menggunakan tangga spiral di pin tu utara dan selatan.

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. As for the name of students were S1, S5, S2, S10, S13, S16, S17, S18, S21, S29, who translated this sentence accurately.

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Jika anda/kamu pergi ke sisi selatan gedung, anda akan menemukan lift yang dapat digunakan untuk mengakses platform teratas dimana kita akan menemukan kartu obserasi dan juga api kemerdekaan.*

The translation above was included in the accurate category because the meaning of

the source text had been conveyed correctly in the target text. As for the name of students were S1, S2, S4, S5, S10, S13, S16, S17, S21, S29, who translated this sentence accurately.

The core of each sentences line had been delivered accurately in the target text, so the target reader easily understands the text. Therefore, the researcher found 153 (51%) data which was include in category accurate.

2) Less-Accurate (Two Point)

While, the examples of less-Accurate categories based on the result of data analysis in the table above:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau biasa disebut monas terletak di tengah.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real

one although there were an addition of information in the target text, such as change meaning of the words “ *tengah*” stated in the target text, and In the first line there are student names whose translations fall into this category of were S6, S7, S8, S11, S12, S14, S15, S17, S19, S20, S22, S24, S25, S26, S27, S28.

Line 2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

TT : *Oblesik ini dibangun pada tahun 1961 dengan tujuan untuk memperjuangkan masyarakat di Indonesia untuk mencapai tujuanya.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real one although there was an addition of information in the target text, such as there was no change meaning of the words

“oblesik”, and omission the word “*semangat, kemerdekaanya*” stated in the target text. The second line there were student names whose translations fall into this category of were S3, S5, S6, S7, S8, S11, S12, S14, S15, S19, S20, S22, S23, S24, S25, S26, S27, S28.

Line 8.

ST : There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors.

TT : *Ada juga terdapat amfiteater, gedung ini disebut ruang terletak dibagian “cangkir” monas dan dapat dicapai melalui pintu utara dan selatan.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real one although there was an addition of information in the target text, such as omission of the words “*disana, kemerdekaan,*

tangga spiral”, and change meaning the word “*bangunan*” stated in the target text. The eight line there were student names whose translations fall into this category of were S3, S4, S6, S7, S8, S11, S12, S15, S17, S19, S20, S22, S23, S24, S25, S26, S27, S28.

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where will find the observation deck and also the flame of independence.

TT : *Jika ada pergi ke sisi selatan lift/ekskalator yang dapat digunakan untuk mengakses platform kemerdekaan.*

Based on the data above, the information in target text was quite suitably conveyed in target text and near to the real one although there was an addition of information in the target text, such as omission of the words “*bangunan, sebuah, lift, atas, kartu observasi, dan juga api kemerdekaan*” stated in the target text. The

ninth line there were student names whose translations fall into this category of were S2, S3, S4, S6, S7, S9, S11, S14, S15, S19, S20, S23, S24, S25, S26, S28. The researcher found 93 (31%) data which was include in category less-accurate.

3) Inaccurate (One Point)

Then, the examples of Inaccurate categories based on the result of data analysis in the table above:

Line 5.

ST : The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower.

TT : Ciri khas bangunan ini adalah bentuk nyala api yang dilapisi dengan lapisan.

In the fifth line above, the meaning in the source text was not conveyed accurately in the target text. Because, the line above is ambiguous the meaning in the target text was far from its true meaning. As for the student

who did the translation like the sentence above namely, R27, The researcher found 11 (1,2%) data which is include in category less-accurate.

Tabel 4.9
Score of Readability Using Online Dictionary

NS	1	2	3	4	5	6	7	8	9	Total
S1	3	3	3	2	3	3	3	3	2	25
S2	3	2	3	2	2	3	3	3	2	23
S3	3	2	3	3	3	3	2	2	2	23
S4	3	3	3	3	3	2	2	1	2	22
S5	3	3	3	2	3	2	2	3	2	22
S6	3	2	3	2	3	3	2	2	1	21
S7	1	1	2	2	1	1	2	1	1	12
S8	1	1	1	2	2	1	3	2	1	14
S9	3	2	3	2	2	2	-	-	-	14
S10	3	3	3	3	1	3	3	3	3	26
S11	1	1	2	3	3	2	1	2	1	16
S12	1	1	3	3	3	2	1	1	1	16
S13	3	3	3	3	3	3	3	3	3	27
S14	1	2	3	3	2	2	1	1	1	16

S15	2	1	3	3	3	3	1	2	1	19
S16	3	3	3	3	3	3	3	3	3	27
S17	3	3	3	3	3	3	3	3	3	27
S18	3	3	3	3	2	3	3	2	2	24
S19	2	2	3	3	2	2	3	3	3	24
S20	1	1	3	3	2	2	1	1	1	15
S21	3	3	3	3	3	3	3	3	2	26
S22	1	2	3	2	2	2	2	2	2	18
S23	3	2	2	3	2	2	1	2	1	18
S24	2	2	3	2	3	2	2	1	1	18
S25	2	2	3	2	1	3	2	1	2	18
S26	2	1	3	2	2	3	1	2	1	18
S27	2	1	1	2	1	1	1	2	1	12
S28	2	2	2	2	3	2	1	2	2	18
S29	3	3	3	2	3	2	3	2	2	23

The score above was the result of the calculation of the readability analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of readability from 29 respondents. There were readable for scale three, less- readable for scale two

and unreadable for scale one, the explanation about those three scales are as follows:

1) Readable (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of readable categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau biasa disebut monas terletak di Central/ Jakarta Pusat, Indonesia.*

The translation above was included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S1, S2, S3, S5, S6, S9, S13, S16, S17, S18, R21, S23, S29.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S1, S2, S3, S4, S5, S6, S9, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S28, S29 who the sentence was readable and can be easily understood by the target text.

Line 4.

ST : The National Monument is a rectangular tower with the height of 132 meters.

TT : *Monumen Nasional berbentuk menara persegi panjang dengan ketinggian 132 meter.*

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S4, S9, S10,

S13, S17, S21, who the sentence was readable and can be easily understood by the target text.

Line 7.

ST : Everyone can visit the museum to learn the history of Indonesia.

TT : *Setiap orang dapat mengunjungi museum itu untuk belajar sejarah Indonesia.*

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S1, S2, S4, S5, S6, S10, S13, S15, S16, S17, S18, S19, S21, S28, S29 who the sentence was readable and can be easily understood by the target text.

Line 8.

ST : There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at

the north and south doors.

TT : *Di gedung ini juga terdapat ampiteater yang bernama Ruang Kemerdekaan terletak dibagian “cawan” monas dan dapat dicapai dengan menggunakan tangga spiral di pintu utara dan selatan.*

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S1, S5, S2, S10, S13, S16, S17, S18, S21, S29, who the sentence was readable and can be easily understood by the target text.

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Jika ada pergi ke sisi selatan gedung, anda akan menemukan lift yang dapat*

digunakan untuk mengakses platform teratas dimana kita akan menemukan kartu observasi dan juga api kemerdekaan.

Based on the results of the translation of the third line above, included in the readable category because words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader. As for the name of students were S1, S2, S4, S5, S10, S13, S16, S17, S21, S29, who the sentence was readable and can be easily understood by the target text.

The translation above was included in the accurate category because the meaning of the source text had been conveyed correctly in the target text. The sentence was readable and can be easily understood by the target reader. The above line of sentence can be read by the target reader, so that the target reader can be easily read by the target reader. Therefore, the researcher found 127 (42,3%) data which was include in category readable.

2) Less-readable (Two Point)

Based on the results of data analysis in the table above, the following were included in the examples of less-readable categories:

L9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Jika anda pergi ke selatan gedung anda akan menggunakan elevator yang dapat mengakses platform teratas dimana kita akan menemukan dek observasi dan juga api kemerdekaan.*

Based on the data above, that translation can be understood by the reader, however there were certain parts that should be read more than once to understand the translation such the word “ *elevator and platform*”. Student names whose translations fall into this category of were S2, S3, S4, S6, S7, S9, S11, S14, S15, S19, S20, S23, S24, S25, S26, S28. The

researcher found 93 (31%) data which was include in category less-readable.

3) Unreadable (One Point)

Based on the results of data analysis in the table above, the following were included in the examples of unreadable categories:

Line 9.

ST : If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flam of independence.

TT : *Jika anda pergi ke sisi selatan lift yang dapat digunakan untuk mengakses platform kemerdekaan atas.*

On the ninth line above there are words that were translation difficult to understand by the readers, such as the word "deck observation or *kartu observasi*". As for the students who do the translation as above, namely S8, S21, S27, The researcher found 10 (3,3%) data which is include in category unreadable.

Tabel 4.10
Score of Acceptability Using Online Dictionary

NS	1	2	3	4	5	6	7	8	9	Total
S1	3	2	3	2	3	3	3	3	2	24
S2	3	2	3	2	2	3	3	3	2	23
S3	3	1	3	3	3	3	2	2	2	22
S4	2	2	3	3	2	2	2	1	1	18
S5	3	2	3	1	2	1	2	2	1	17
S6	3	2	3	2	3	3	2	2	1	21
S7	1	1	2	2	1	1	2	1	1	12
S8	1	1	1	2	2	1	3	2	1	14
S9	3	2	3	2	2	2	-	-	-	14
S10	3	3	2	3	1	3	3	3	3	24
S11	1	1	2	3	2	2	1	1	1	14
S12	1	1	3	3	2	2	1	1	1	16
S13	3	3	3	3	3	3	3	3	2	26
S14	1	2	3	3	2	2	1	1	1	16
S15	1	1	3	2	3	3	1	2	1	17
S16	3	3	3	3	3	3	3	3	3	27
S17	3	3	3	3	3	3	3	3	2	26
S18	3	2	3	3	2	3	3	2	1	22
S19	2	2	3	3	2	2	2	2	2	20

S20	1	1	3	3	2	2	1	1	1	15
S21	3	3	3	3	3	3	3	3	2	26
S22	1	2	3	2	2	2	2	2	2	18
S23	3	2	2	3	3	2	2	2	2	21
S24	2	2	3	2	3	2	1	1	1	17
S25	2	2	3	2	1	2	1	1	1	15
S26	2	1	3	2	2	3	1	2	1	17
S27	2	1	2	1	1	1	1	1	1	11
S28	2	2	2	2	2	1	1	2	2	16
S29	3	3	1	2	2	3	2	2	3	21

The score above is the result of the calculation of the acceptability analysis of the respondent's answer paper. Based on the results of the analysis carried out on the respondent's answer paper, the researcher either found kinds points of acceptability from 29 respondents. There are acceptability for scale three, less-acceptable for scale two and unacceptable for scale one, the explanation about those three scales are as follows:

1) Acceptability (Three Point)

Based on the results of data analysis in the table above, the following were included in the examples of acceptability categories:

Line 1.

ST : The National Monument or usually called as Monas is located in Central Jakarta, Indonesia.

TT : *Monumen Nasional atau biasa disebut monas terletak di Jakarta Pusat, Indonesia.*

In the first sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1,S2, S3, S5, S18, S23, S29.

Line 3.

ST : It was opened to the public in 1975.

TT : *Dibuka untuk umum pada tahun 1975.*

In the third sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1, S2, S3, S4, S5, S6, S9, S10, S11.

S12, S13, S14, S15, S16, S17, S18, S19, S20,
S21, S22, S23, S24, S25, S26, S28, S29.

Line 5.

ST : The typical part of the building that
became a special characteristic of it is
the flame shape covered with gold
foil located on the top of the tower.

TT : *Ciri khas bangunan yang menjadi ciri
khasnya adalah bentuk nyala api yang
dilapisi kertas emas yang terletak
dibagian atas menara.*

In the fifth sentence line above in the
acceptability category because the meaning
of the sentence was natural form, the word is
appropriate, there is no grammatical errors,
read naturally. As for the name of students
were S1, S2, S4, S5, S9, S10, S13, S16, S17,
S18, S21, S23, S24, S28, S29.

Line 6.

ST : There is a museum at the base part of
the tower with the size of 80 x 80 meters.

TT : *Terdapat sebuah museum di bagian
dasar menara dengan ukuran 80 x 80*

meter.

In the six sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1, S2, S3, S4, S6, S11, S12, S13, S14, S15, S16, S17, S20, S21, S22, S24, S26, S29.
Line 7.

ST : Everyone can visit the museum to learn the history of Indonesia.

TT : *Setiap orang bisa mengunjungi museum itu untuk mempelajari sejarah Indonesia.*

In the seventh sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1, S2, S3, S4, S6, S11, S12, S13, S14, S15, S16, S17, S20, S21, S22, S24, S26, S29,
Line 8.

ST : There is also an amphitheater in this

building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors.

TT : *Di gedung ini juga terdapat ampiteater yang bernama ruang Kemerdekaan terletak dibagian “cawan” monas dan dapat dicapai dengan menggunakan tangga spiral di pintu utara dan selatan.*

In the eight sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1, S5, S2, S10, S13, S16, S17, S18, S21, S29.

Line 9.

ST : If you go to the southern side of the \ building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

TT : *Jika ada pergi ke sisi selatan gedung,*

anda akan menemukan lift yang dapat digunakan untuk mengakses platform teratas dimana kita akan menemukan kartu observasi dan juga api kemerdekaan.

In the eight sentence line above in the acceptability category because the meaning of the sentence was natural form, the word is appropriate, there is no grammatical errors, read naturally. As for the name of students were S1, S2, S4, S5, S10, S13, S16, S17, S21, S29. Overall each of the above translation lines belongs to the acceptability category, therefore the researcher found 102 (34%) data which is include in category acceptability.

2) Less-acceptable (Two Point)

Then, the results of data analysis in the table above, the following were included in the examples of acceptability categories:

Line 2.

ST : This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to

achieve their independence.

TT : *Tugu ini dibangun pada tahun 1961
dengan tujuan untuk memperjuangkan
dan memperjuangkan masyarakat di
Indonesia untuk mencapai tujuannya.*

In the line of the sentence above, the researcher found that the translation result minimum inappropriate word because there is no change in the meaning of the word, which is like a word “*memperjuangkan* that should be *semangat*”, As for the name of students S2, S3, S6, S7, S8, S9, S11, S15, S17, S19, S20, S21, S23, S26, S27, S28. Therefore the researcher found 97 (10,7%) data which was include in category acceptability.

3) Inaccaptable (One Point)

Based on the results of data analysis in the acceptability table above, there were a number one that was in the unacceptable category. But, when analyzing the sentence, in the unacceptable category, the researcher did not find unnatural form and inappropriate word in a line of text.

Based on the results of the data analysis presented above, it can be said that there was a different comparison result of the translating descriptive text using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2. Therefore, it was answered already a problem of the research in chapter I and answering the hypothesis in chapter II that the alternative hypothesis (H_a) is that there was the different comparison result of the translating descriptive text using manual dictionary and online dictionary. It means that there is a differentiation between the result of translating by using manual and online dictionary that the twelfth grade IPA 1 Sinjai has a higher score of translating ability, namely 82.1% compared to the twelfth grade IPA 2 namely 74.4%. So, it can be concluded that using a manual dictionary is more accurate in translating. Although using a manual dictionary requires a long time in the translation process, the translation results are more accurate

CHAPTER V

CLOSING

A. Conclusion

Based on the analysis and discussion about The Ability of Students at Twelfth Grade IPA 1 and IPA 2 SMAN 12 Sinjai in Translating Descriptive Text Using Manual Dictionary and Online Dictionary (A Comparative Study). In chapter four, the researcher concludes the result of the research. From the analysis of accuracy, readability, and acceptability in students test, the researcher found different comparison results of the translating descriptive text from English to Indonesian using manual dictionary in the twelfth grade IPA 1 and using online dictionary in the twelfth grade IPA 2. In the twelfth grade IPA 1 the percentage of the score is 82, 1% with level mastery or predicate is excellent, 185 (61,7%) data which is include in category accurate, 132 (44%) data which is include in category readable, and 109 (36,3%) data which is include in category acceptability. While twelfth grade IPA 2 the percentage of the score is 76.4% with level mastery or predicate is good, 153 (51%) data which is include in category accurate, 127 (42,3%) data which is include in category readable, and 102 (34%) data which is include in category

acceptability. So, it can be concluded that using a manual dictionary is more accurate in translating.

B. Suggestion

Suggestions that the researcher wants to share that might be taken as consideration for students who want to do a similar research :

1. Further research should not only translate one text, but translate all types of text and then compare the results of the translation.
2. And the future researcher can focus on analyzing errors made by the students (object) in translating.

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LAMPIRAN-LAMPIRAN

1. Research Instrument Grids

(The Test Instrument Grid)

Criteria of Accuracy

Criteria	Score
Accurate and clear meaning, without any omission addition or changes meaning.	3 (Accurate)
Correct meaning with minimum omission, addition or changes meaning.	2 (Less-Accurate)
Different meaning, unclear, ambiguous.	1 (Inaccurate)

Criteria of Readability

Criteria	Score
Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	3 (Readable)
In general, that translation	2

can be understood by the reader; however there are certain parts that should be read more than once to understand the translation	(Less-readable)
Translation difficult to understand by the readers.	1 (Unreadable)

Criteria of Acceptability

Criteria	Score
Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptability)
Minimum inappropriate word or unnatural word.	2 (Less-acceptable)
Unnatural form, any inappropriate word.	1 (Inacceptable)

(The Questionnaire Instrument Grid)

No	Aspect Category Question	No. Question	Number of Questions	Score
1.	The effect of using dictionary (online dictionary and manual dictionary) in learning English	1,2,3	3 question	3
2.	The intensity of the students reading the text before translating	4,5	2 question	3
3.	The cause of students having difficulty	6,7	2 question	3

	translating text			
4.	The efforts made by students in having difficulties when translating the text	8	1 question	3

2. Research Instrument

LEMBAR TES

Translate the Descriptive Text English Below into Indonesian Using Manual Dictionary!

Nama/Inisial :

NISN :

No. Urut :

Kelas :

Sekolah :

“National Monument”

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975. The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn

the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

Translation Results :

.....
.....
.....
.....

Sinjai, Februari 2021
Siswa

(.....)
NIS

LEMBAR TES

Translate the Descriptive Text English Below into Indonesian Using Online Dictionary!

Nama/Inisial :

NISN :

No. Urut :

Kelas :

Sekolah :

“National Monument”

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975. The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this

building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

Translation Results :

.....
.....
.....
.....
.....
.....

Sinjai, Februari 2021

Siswa

(.....)

NIS.

3. The Results of Research Instruments

**The Percentage of Students' Personal Ability
Class of Twelfth Grade IPA 1**

NR	Accuracy	Readabili	Acceptabili	Total	Interval
R1	26	24	24	74	81
R2	23	21	20	64	81
R3	26	23	21	70	81
R4	24	22	21	67	81
R5	27	25	24	76	81
R6	18	15	16	49	81
R7	25	22	19	66	81
R8	17	15	15	47	81
R9	17	17	16	50	81
R10	27	27	26	80	81
R11	24	21	23	68	81
R12	26	23	24	73	81
R13	24	25	22	71	81
R14	27	25	22	74	81
R15	25	24	20	69	81
R16	24	23	20	67	81
R17	25	22	19	66	81
R18	26	22	22	70	81
R19	21	21	21	63	81
R20	27	24	22	73	81
R21	26	22	19	67	81
R22	25	23	20	68	81
R23	20	17	17	54	81
R24	27	25	26	78	81
R25	21	23	20	64	81
R26	22	19	15	56	81
R27	24	23	21	68	81
R28	26	22	22	70	81
TOTAL SCORE				1862	TOTAL SCORE PERCEN

Pengolahan Nilai Interval dan Kategori

Min	Max	Max-Min	Interval
45	81	36	9
Categori	Interval	% Interval	% Interval Asli
Excellent	72-100	123	≥80%
Good	59-71	88	60-79
Fair	46-58	72	50-59
Poor	0-45	56	≤49

The Percentage of Students' Personal Ability

Class of Twelfth Grade IPA 2

NS	Accuracy	Readabili	Acceptabili	Total	Interval	Percen%
S1	27	25	24	76	81	94
S2	27	23	23	73	81	90
S3	24	23	22	69	81	85
S4	24	22	18	64	81	79
S5	22	22	17	61	81	75
S6	24	21	21	66	81	81
S7	20	12	12	44	81	54
S8	17	14	14	45	81	56
S9	15	14	14	43	81	53
S10	26	26	24	76	81	94
S11	21	16	14	51	81	63
S12	19	16	16	51	81	63
S13	27	27	26	80	81	99
S14	19	16	16	51	81	63
S15	22	19	17	58	81	72
S16	27	27	27	81	81	100
S17	27	27	26	80	81	99
S18	26	24	22	72	81	89
S19	25	24	20	69	81	85
S20	22	15	15	52	81	64
S21	27	26	26	79	81	98
S22	21	18	18	57	81	70
S23	21	18	21	60	81	74
S24	22	18	17	57	81	70
S25	20	18	15	53	81	65
S26	22	18	17	57	81	70
S27	16	12	11	39	81	48
S28	22	18	16	56	81	69
S29	24	23	21	68	81	84
TOTAL SCORE				1750	TOTAL PERSENT	2207

Pengolahan Nilai Interval dan Kategori

Min	Max	Max-Min	Interval
33	81	48	12
Categori	Interval	% Interval	% Interval Asli
Excellent	72-100	123	≥80%
Good	59-71	88	60-79
Fair	46-58	72	50-59
Poor	0-45	56	≤49

Score of Instrument Grid Using Manual Dictionary

Class of Twelfth Grade IPA 1

Name Respondents	Questionnaire								Score
	1	2	3	4	5	6	7	8	
R1	3	3	3	3	3	3	3	3	24
R2	2	3	3	3	3	3	3	3	23
R3	2	3	3	3	3	3	3	3	23
R4	3	3	2	1	3	3	3	1	19
R5	2	3	2	3	3	3	3	3	22
R6	3	3	3	3	3	3	3	3	24
R7	3	3	3	3	3	3	3	3	24
R8	3	3	3	3	3	3	3	3	24
R9	2	3	2	3	3	3	3	3	22
R10	3	3	2	1	3	3	3	1	19
R11	2	3	2	3	3	3	3	3	22
R12	2	3	3	3	3	3	3	3	23
R13	2	3	3	3	3	3	3	3	23
R14	2	3	3	3	3	3	3	3	23
R15	2	3	3	3	3	3	3	3	23
R16	2	3	3	3	3	3	3	3	23
R17	2	3	3	3	3	3	3	3	23
R18	2	3	3	3	3	3	3	3	23
R19	2	3	3	3	3	3	3	3	23
R20	2	3	3	3	3	3	3	3	23
R21	2	3	3	3	3	3	3	3	23

R22	3	3	2	3	0	3	3	3	20
R23	2	3	3	3	3	3	3	3	23
R24	3	3	3	1	3	3	3	1	20
R25	2	3	3	3	3	3	3	3	23
R26	3	3	2	3	3	3	3	3	23
R27	3	0	3	3	3	3	3	0	18
R28	2	3	3	3	3	3	3	3	23
Total Score									626

Max	Min
24	21

$$= \frac{626}{24} \times 100$$

$$= 2608$$

S17	2	3	3	3	3	3	3	3	23
S18	3	2	3	3	3	3	3	3	23
S19	3	3	3	3	3	3	3	3	24
S20	3	3	2	3	3	3	3	3	23
S21	3	3	3	3	3	3	3	3	24
S22	3	2	3	3	3	2	3	3	22
S23	2	3	3	3	3	3	3	3	23
S24	3	3	3	3	3	3	3	3	24
S25	3	3	3	3	3	2	3	3	23
S26	3	3	2	3	3	2	3	3	22
S27	3	3	3	3	3	3	3	3	24
S28	3	3	3	3	3	3	3	3	24
S29	2	2	2	3	3	2	3	3	21
Total Score									1.273

Max	Min
24	21

$$= \frac{1.273}{24} \times 100$$

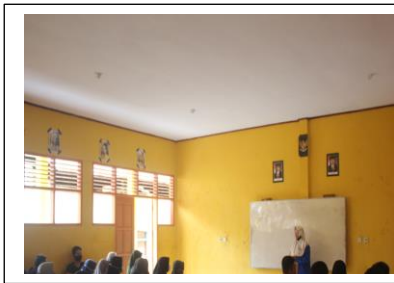
=

4. Location of the Research



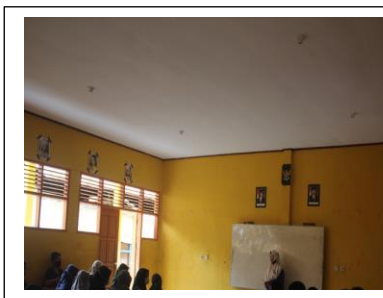
e. Object of the Research

(Class of IPA 1)





(Class of IPA 2)







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**SURAT KEPUTUSAN
NOMOR: 618 /I.3.AU/F/KEP/2020**

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DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021**

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- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
- c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Hasmiati, S.Pd.I., M.Pd.I	Sitti Aminah, S.Hum., M.Hum.

untuk penulisan skripsi mahasiswa:

Nama : **ANDI MENTARI NURUL PUTRI**

NIM : 170 110 023

Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Ability of Students at Twelfth Grade IPA 1 and IPA 2 SMAN 12 Sinjai in Translating Descriptive Text Using Manual Dictionaries and Online Dictionaries (An Comparative Study).

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.



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Pada Tanggal : 01 Oktober 2020 M

: 13 Shafar 1442 H



Dekan
Dr. H. S. P. L. M. Pd. I
NBM 31703495

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2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



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Hal : Izin Penelitian

Kepada Yang Terhormat
Kepala SMAN 12 Sinjai
Di -

Sinjai

Assalamu 'Alaikum Wr. Wb.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) **Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai**, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : **Andi Mentari Nurul Putri**
NIM : 170110023
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VII (Tujuh)

Akan mengadakan penelitian dengan judul' :

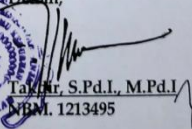
"The Ability of Students at Tweleft Grade IPA 1 and IPA 2 SMAN 12 Sinjai in Translating Descriptive Text Using Manual Dictionary and Online Dictionary (A Comparative Study)"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SMAN 12 Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.

Sinjai, 16 Jumadil Akhir 1442 H
29 Januari 2021 M

Dekan,

Takdir, S.Pd.I., M.Pd.I.
NPM. 1213495

Tembusan disampaikan Kepada Yth :
1. Rektor IAIM Sinjai
2. Kepala Cabang Dinas Wilayah III



PEMERINTAH PROVINSI SULAWESI SELATAN
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UPT SMA NEGERI 12 SINJAI

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Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bikeru, 05 Februari 2021
Kepala Sekolah

M. NATSIR
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Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)
Alamat : Jl. Persatuan Raya Bikeru Kec. Sinjai Selatan

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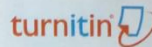


Bikeru, 10 Juni 2021
Kepala Sekolah

Drs. M. NATSIR
NIP. 19691231 199203 1 054

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Sinjai Graduate Year 2013
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Andi Masjayati (Mother)



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