**THE EFFECT OF GROUP WORK IN TRANSLATION AT THE SECOND
GRADE OF SMAN 1 GUNUNG SARI, WEST LOMBOK
IN ACADEMIC YEAR 2019/2020**

A THESIS

**Presented asAPartial Fulfillment of the Requirement for the Bachelor
Degree of Education in English Language Teaching**

By

MUHAMMAD HUMAEDI RAMZAN
11512A0032

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
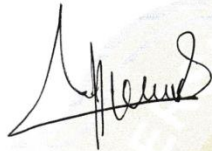MATARAM
2020**

APPROVAL SHEET

THE EFFECT OF GROUP WORK IN TRANSLATION AT THE SECOND GRADE OF
SMAN 1 GUNUNG SARI, WEST LOMBOK
IN ACADEMIC YEAR 2019/2020

A Thesis by   : Muhammad Humaedi Ramzan
Student ID   : 11512A0032
Approved on   : 17 August 2020

Approved by

Consultant I   Consultant II

Humaira, M.Pd   Irwandi, M.Pd
NIDN. 0803048601   NIDN. 0816038701

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

Head of English Program
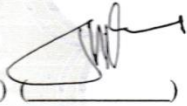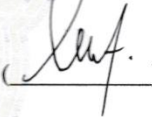
Hidayati, M.Hum
NIDN. 0820047301

i

ACCEPTANCE

THE EFFECT OF GROUP WORK IN TRANSLATION AT THE SECOND GRADE OF SMAN 1 GUNUNG SARI, WEST LOMBOK IN ACADEMIC YEAR 2019/2020

A thesis by	: Muhammad Humaedi Ramzan
Students ID	: 11512A0032
Approved on	: 19 August 2020

This is certify that the thesis has been approved by the Board of
Examiners as the requirement for the Bachelor Degree
Of Education English Teaching

By
The Board of Examiners Committee

1. Hidayati,S.Pd.,M.Hum   (Chairman) ( )
   NIDN. 0820047301

2. Rima Rahmania,S.Pd.,M.Pd   (Member) ( )
   NIDN. 0821118601

3. Irwandi, S.Pd.,M.Pd   (Member) ( )
   NIDN.0816038701

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MATARAM

Dean

Dr. Hj. Maemunah, S.Pd.,M.H
NIDN. 0802056801

DECLARATION

The undersigned below I am Program Study of the English Education Muhammadiyah University of Mataram Faculty of Teacher Training and Education English Program, state that:

Name : **Muhammad HumaediRamzan**

Students ID : **11512A0032**

Birth Place : **Leming, 31 Desember 1997**

Thesis Entitled "The Effect of Group Work in Translation at the Second Grade of SMAN 1 Gunung Sari" is extremely worked by myself and have never been done by another. This thesis is real my idea and it is free from plagiarism, unassisted by another person, except counselor instruction. If there are created or opinion of others which have in publicizing, is true which has source and containing in bibliography. If later my statement of this proven is not true, I am ready to leave my scholarship title. This statement I make seriously and consciously.

Mataram, ...2020

METERAI
TEMPEL
TGL   20
2FAE4AHF836976380
6000
ENAM RIBU RUPIAH

Muhammad Humaedi Ramzan

NIM. 11512A0032

UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Muhammad Humaedi - Ramzan
NIM : 11512A0032
Tempat/Tgl Lahir : Lenning 31 - 12 - 1997
Program Studi : Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : 081918453165
Jenis Penelitian : ☑Skripsi ☐KTI ☐..............

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

The Effect of Group work In Translation at Second grade of SMAN 1 Gunung Sari In Academic Year 2020

Segala tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Dibuat di : Mataram
Pada tanggal : 29 - Desember - 2020

Penulis

Humaedi
NIM. 11512A0032

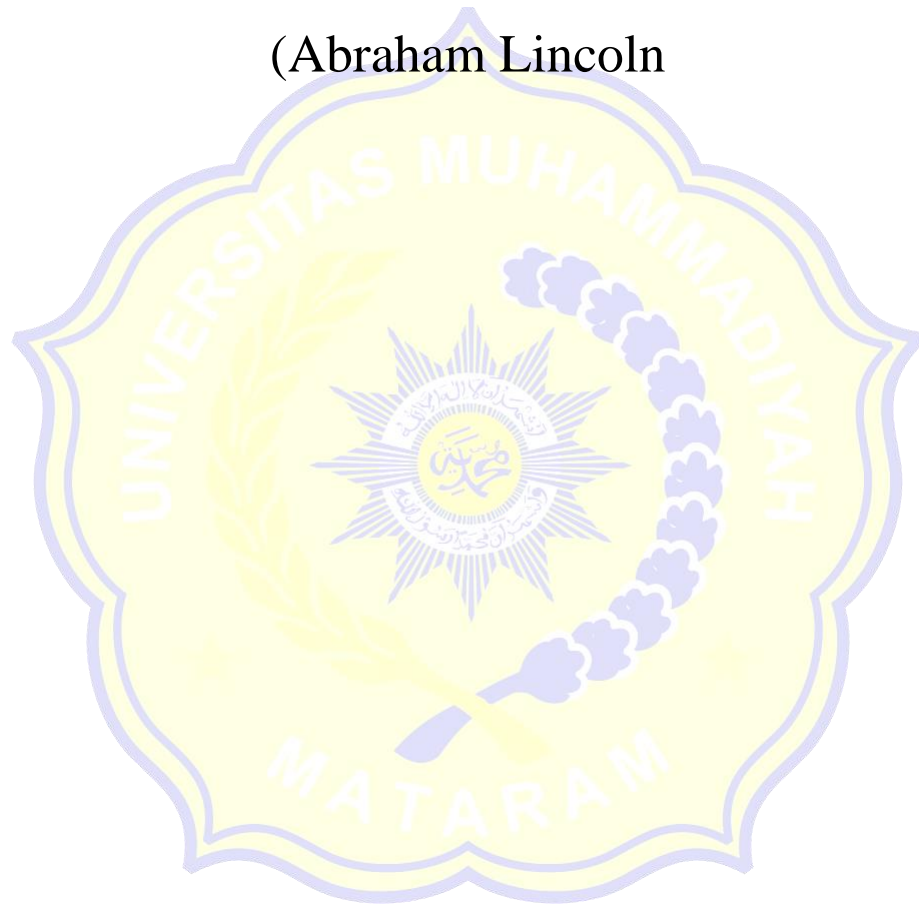Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos., M.A.
NIDN. 0802048904

iv

MOTTO

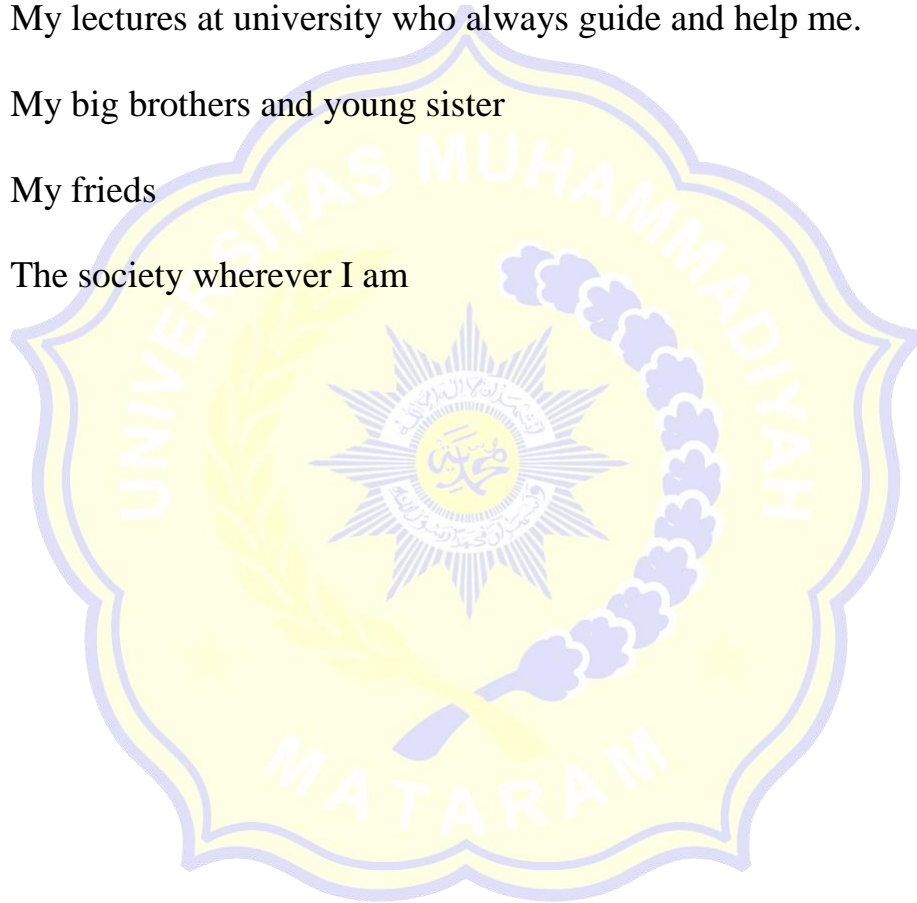"You cannot escape the responsibility of tomorrow by evading it today."

(Abraham Lincoln

DEDICATION

This Thesis is dedicated to:

1. My Beloved Parent who always support me by their way.

2. My lectures at university who always guide and help me.

3. My big brothers and young sister

4. My frieds

5. The society wherever I am

ACKNOWLEDGEMENT

Alhamdulillah, in the name of Allah SWT, the most Gracious and Merciful, the writer wishes to express his deepest gratitude to Allah SWT, the almighty. Greeting and price are delivered to our prophet Muhammad SAW who has guided us from the darkness into the lightness.

The researcher want to express the his deepest gratitude and appreciate to:

1. Dr. H. ArsyadAbd. Ghani, M.Pd as the Rector of Muhammadiyah University of Mataram who had given the opportunity to follow study in this Collage.

2. Dr. Hj. Maemunah, S.Pd., M.H as the Dean of Faculty of Teacher Training and Education Muhammadiyah University of Mataram who has given permission to do Research.

3. Mrs. Hidayati, M. Hum, the head of English Department who has given permission to write this thesis.

4. Mrs. Humaira, M.Pd as first Consultant and Mr. Irwandi, M.Pd as second Consultant for their correction, guidance and assistance during writing process of this thesis.

5. All teachers and stuffs of SMAN 1 Gunung Sari who have accepted me for doing this research.

6. All friends for sharing their knowledge experience and support.

7. My parent who always prayed for me.

The researcher realizes that here are still some mistakes in this thesis and it is far from perfect. Therefore, the researcher appreciates to all constructive criticism to accomplish this thesis. The researcher also expects that his thesis can beneficial for him and for other.

Mataram, 9 - August 2020
The Researcher

Muhammad Humaedi Ramzan
NIM. 11512A0032

ABSTRACT

Muhammad Humaedi Ramzan 2020. A Thesis: **The Use of Group Work in Translation at the Second Grade of SMAN 1 Gunung Sari, West Lombok in Academic Year 2019/2020**. English Department Faculty of Teacher Training and the EducationMuhammadiyah University of Mataram.

This research aimed to find out the effect of group work in translation at the second grade of SMAN 1 Gunung Sari. This study used the quantitative method and belongs to quasi-experimental Research. The participant of each class of both were 33 students, so for population was 66 participants. Class MIPA[1] as the experimental class used group work for treatment and the other class was MIPA[2] as control class without group work. The data obtained, analyzed by using Arikunto's formula. The result of t-test was 2,89while degree of freedom (df) was 64, it's critical value of t-table on the level of significant 0,05 is 1,66 and 0,01 is 2,38, it meant t-test > t-table. The Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected because the t-test was higher than t-table. It meant that thare wasthe effect of group work in translation at the second grade of SMAN 1 Gunung Sari, West Lombok in academic year 2019/2020.

Keywords: Group Work and Translation

RINGKASAN

Muhammad Humaedi Ramzan 2020 dengan Tesis: **Penggunaan Belajar Kelompok dalam Penerjemahan pada Kelas 2 di SMAN 1 Gunung Sari, Lombok Barat Tahun Ajaran 2019/2020.** Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Mataram.

Penelitian ini bertujun untuk mencari tau pengaruh belajar kelompok terhadap penerjemahan siswa kelas 2 SMAN 1 Gunung Sari. Penelitian ini menggunakan metode quantitative dan merujuk pada penelitian quasi-experimental. Jumlah peserta dari tiap – tiap kelas adalah 33 siswa, jadi total dari keseluruhannya adalah 66 siswa. Kelas XI Mipa [1] sebagai experiment kelas yang mana menggunakan belajar keolompok sebagai perlakuan sementara kelas XI Mipa [2] sebagai kelas control tidak mengguakan belajar kelompok sebagaiperlakuan. Data diperoleh dari analisa menggunakan rumus Arikunto. Hasil dari t-test adalaha 2,89 sementara degree of freedom (df) adalah 64, nilai critical dari t-table pada nilai Significant 005adalah 1,66 dan 0,01 adalah 2,38. Ini bermakna t-test lebih besar dari t-table , dan alternative hypothesis (Ha) di terima dan null hypothesis (Ho) ditolak karena t-test lebih tinggi dari pada t-table. Ini bermakna ada pengaruh dari penggunaan belajar kelompok terhadap beajar kelopok dalama penerjemahn pada kelas 2 di SMAN 1 Gunung Sari Lombok Barat Tahun ajaran 2019/2020.
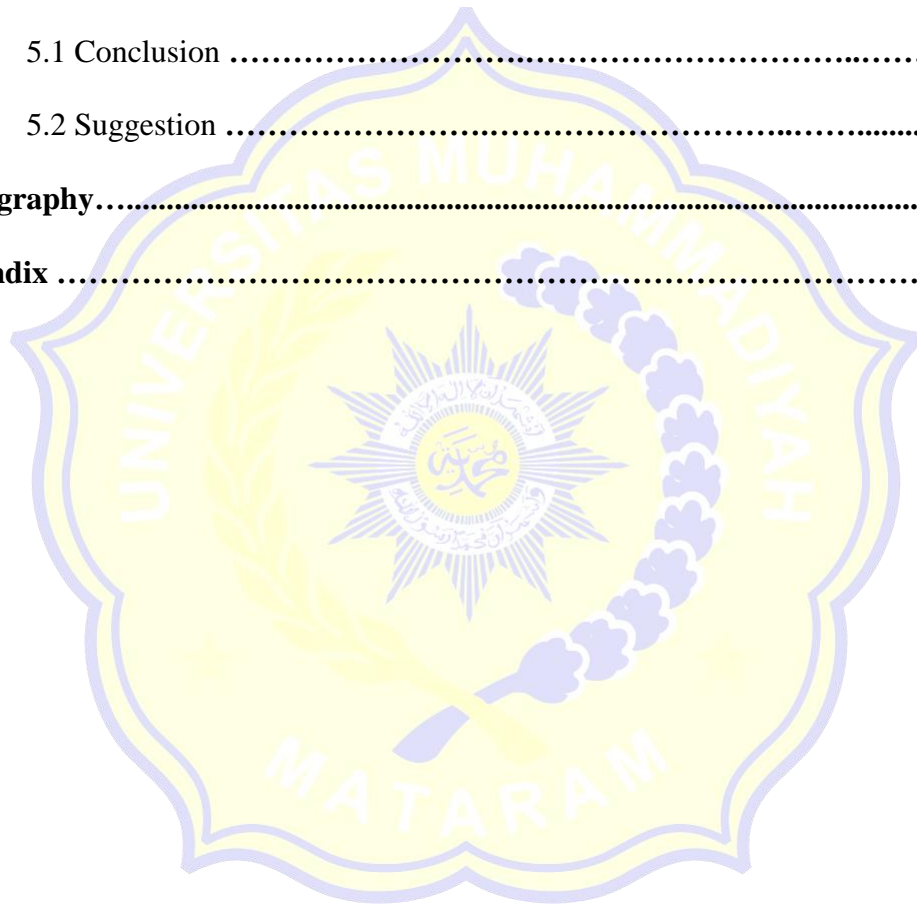
Kata Kunci: Belajar Kelompok dan Penerjemahan

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This part gave description of the problem that addressed. In this section the writer discussed the background of the research, statement of problem, purpose of the research, significant of the research problem and the research question to be addressed.

1.1   Background of Study

One of the most important things in mastering second language is translation because without knowing translation, it is difficult to understand the meaning of source language to target language. Translation is the solution in understanding the books or other material or even the conferences as the supporting sources of the development of technology and science are very important for all of people in the world. For many students' translation is important to understanding the language. As a skill, translation is clearly on of important language process that where students' have to translate English material for their subject.

Translation is one of sample and effective ways to understand another language easily. In order to understand the message from another text accurately, a translator should have knowledge both source and target language. Therefore, a deep understanding of translation will help in doing a good translation text.

Translation is an activity of mediating meaning from a source language into a target language. The ability to choose the correct translation technique is an indispensable skill to translators; therefore it is essential for a translation student to be aware of why a particular technique is used. Past literatures in translation studies have shown that although much has been written about the translation process and product, there is very little about the class dynamics in a translation classroom (Davis, 2004).

Base on free observation the writer did on Monday6[th] of May, 2019toward teacher namely H. Abdul Sahid, M.Pd at SMAN 1 Gunung Sari, that students often have a lot of difficulties in translating activities because of their limits of vocabulary, grammatical structure, and cultural issues.Based on this information, the writers promote group work as technique to overcome the problems. It is supported that working in a group, students are more positive and friendly toward each other in comparison with those students who practice individual work and competing methods of studying (Prets, 2000).

In behaviour, the important parts are the stimulus and the response. All behaviourare also learned through interaction with the environment (Fisher, 2011).According to Kuscu and Unlu (2015), "the role of translation in our lives is of great importance as translation has always enriched human life as a

tool for communication and sharing information across the world" (p. 407).Group work is good for translation because students have different ability each other until they can share they knowledge to their friends as member of one group. Working in group allows students to be an interactive environment they also can divide duty by themself one member focus on editing, other member focus on translation and other member focus on writing. During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning (Sajeda, 2014).

There were some previous studies which related to the group work in teaching translation. Firstly,Jadidi (2015) did research about "The impact of translators'academic experience on their translation quality. "Secondly, Yuliasari (2015) did research about "Cooperative learning for undergraduate translation and interpreting classes". Thirdly,Melnichuk (2017) did research about "Cooperative learning as a valuable approach to teaching translation".

Base of previous study the researcher would like to do research with similar way but in other level which in secod grade of senior high school. The researcher would like to make sure the group work strategy has positive effect or negative effect for students' translation

1.2 Statement of Problem

Base on background of study theresearch problem as follow: "is there any significant effect of group work in teaching translation at the second grade of SMAN 1 Gunung Sari, West Lombok?"

1.3   Purpose of Study

This study investigates about the effect of using group work in teaching translation at the second grade of SMAN 1 Gunung Sari, West Lombok.

1.4   Significance of Study

The result of this study used theoretically and then practically.

a. Theoretical Contribution

This research expected theoretically to give additional references about translation for public readers, next researcher in teaching and learning to improve translation skill

b. Practical Contribution

The result of study used practically as alternative for:

1. Students

    The students can increase their motivation in translation activities.

2. Teachers

They can use group work as alternative method to teach student about translation skill and insert this method in their lesson plane.

3. School

It can inserts into its syllabus for teaching translation skill for all students in same level of education or even other class.

1.5 Scope of Study

This study was done at the second grade of SMAN 1 Gunung Sari, West Lombok. It used narrative text as kind of writing which had three titles, the first title wasMalinKundang, the second title wasPinocchio and the last title wasMandalikaPerinces.*http://blog.rofingi.com/2011/11/kumpulan-cerita-rakyat-berbahasa-inggris.html*

1.6 Hypothesis

Based on the statements have been stated above, the hypothesis can be formulated as follows:

a. Null Hypothesis

There is no effect of using group work in teaching translation at the second grade of SMAN 1 Gunung Sari, West Lombok in academic year 2019/2020.

b. Alternative Hypothesis

The alternativehypothesis states that there is significant effect of using group work in teaching translation at the second grade of SMAN 1Gunung Sari, West Lombok in academic year 2019/2020.

1.7   Definition of Key Term

To create understanding completely the meaning of term this proposal special in chapter one the writer provides definitions of several terms such as:

a. Effect

Effect is a change from a result or consequence of an action or other cause (Oxford Dictionary). Another definition that is having an effect is able to bring about the result intended (Hornby, AS: 227)

b. Group Work

This is one of strategy which is "an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom" (Richard and Rodgers 2001, p. 192).

c. Translation

Translationisan act through which the content of the text is transferred from the source language in to the target language (Foster, 1958).

CHAPTER II

REVIEW OF RELATED LITERATURE

This study discussed about concept of translation, teaching translation on EFL classroom, methods of teaching translation, and group work in translation.

2.1 The Concept of Translation

Translation is process and product. According to Catford (1995) that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)", (p 20). Larson states that translation is basically a change of form. When we speak of the form of a language, we are referring the actual words, phrase, clauses, paragraph, etc. which, which are spoken or written in translation, the form of source language is replaced by the form of receptor (target) language. This definition gives emphases on the thechange of form. In the translating, therefore the translator should try to find equivalent off frombetween the form of the source language that of the target language (1984:42).

According to the dictionary, the term translation, from the Latin translatus means the act of conveying or transferring, and, by extension, the process of converting one language into another. According to the Encyclopedia Britannica, it is the transmission of what is expressed in one language or set of symbols into another language or set of symbols. What

these traditional definitions have in common is the presupposition of the existence of something inherent in the text, the meaning, which may be transported to another text. Translation, so conceptualized, implies a one-directional flow, from the original culture to the translated one.

Newmark gives a definition to them translation as follows: "translation is craft consisting in the attempt to replace a written message and statement in one language by same message and statement in another language." In this definition, Newmark mention that translation can cover written and spoken form. He does not use term "Equivalent" but he states "the same message in another language." Or him, the most important thing in translation is the message. It is the message that should be equivalent, no the form, (Netmark 1981:7).

Nababan states that there are two important factors I translating, they are linguistic factor the cover words, phrases, clauses, and sentences and non-linguistic factor that cover the cultural knowledge on the both source and target language culture (2000: 19-17). According to Aan (2010: 3) that the definition of the translator should try to reproduce the message contained in the source language into the one target language, or it can be stated that an emphasis should be put on the reproduction of the message rather than the conversation of he for or grammatical structure.A good translation therefore,

does not sound like translation, it flows naturally as if it is originally written in target language.

a. Translation Procedure.

Translation procedure, used as technical guide in translation phrase to phrase, sentence to sentence. According to Suriyawinata and Hriyanto (2003: 67-78) the procedure can be divided into two types: structure and semantic procedure.

1. Structural Procedure

This procedure which deal structural problem may be divided into three procedures, they are addition, subtraction, and transposition. The first is Addition, it is a addition of words in target language as required by the target structure. For example,*"Diasorangperawat"* should be *"she is a nurse."*The second is Subtraction, it means the reduction of the structural elements in the target language in order to be structurally acceptable, for example: *he is an enginer*, translate in bahasa is *"diaseoranginsinyur."* The third is transposition, it is used to translate clause and sentences.

The translator uses this procedure by changing the original structure of the source language in the target language sentences to procedure an equivalent effect. For example, "*alatmusikdibagimenjadiduakelompokbesar"* can be translate into *musical instruments can be divided into two basic music groups.*

2. Semantic Procedures

These procedures are the translation procedure based on the consideration of meaning. According to Suriyawinata and Harianto (2003: 71), borrowing covers transliteration and naturalization. Transliteration is a translation procedure that maintains the source language words such as: mall, sandal, orang utan into bahasa: mall, sandal and orang hutan.

b. Translation Process

The translation process is the procedure or steps of technical devices used to transfer the meaning of the text in one language into a text in another language.Types of Translation Catford (1965: 21-25) makes categories of translation in terms of extent, levels, and ranks. Based on the extent, he classifies translation into full and partial translation. In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text material. They are simply transferred to the target language text. Total translation means the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non-equivalent TL phonology or graphology. While restricted translation means the replacement of SL textual material by equivalent TL textual 9 material at only one level, that is translation performed only at the phonological level, or at only one of the two levels of grammar and lexis. Rank-bound translation is

translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale is called unbounded translation. Based on the purpose of translation, Brislin (in Choliludin, 2007: 26-29) categorizes translation into these following types.

1. Pragmatic Translation

    It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. It is not concerned with other aspects of the original language version.

2. Aesthetic-poetic Translation

    This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3. Ethnographic Translation

    The purpose of ethnographic translation is to explicate the cultural context of the source language and target language versions. Translators

have to be sensitive to the way the words are used and must know how the word fits into cultures.

4. Linguistic Translation

This is once learned with equivalent meanings of the constituent morphemes of the source language and grammatical form. The example is the language in a computer program and machine translation.

Brislin says that basically, based on the kinds of texts to be translated, there are two types of translation namely factual and literary translations. Factual translation refers to translating to convey information with precision, without involving the emotions or feelings of the translator but only based on the real facts such as translating scientific fields, reports, newspaper, etc. Literary translation refers to the translation of art works. In this kind of translation, the translator involves his or her emotion or feeling and it tends to be subjective, for example the translation of poems, drama, novels, etc.

2.2   Teaching Translation on EFL Classroom

In the history of English Language Teaching (see Howatt 1984) the use of L1 in class seems to have been in and out of fashion depending on the assumptions of the method of the moment. Since the advent of the Communicative Approach, students' use of their mother tongue has been excluded from the EFL classroom. It is regarded as counter-productive in the

process of acquiring a new language, holding students back from expressing themselves freely in L2 and thus doing more harm than good (Carreres 2006: 1).

The Communicative Approach originated in the UK in the 1970s as a response to various historical factors, but mainly as a reaction against the grammar translation and Audio-Lingual Methods. The Grammar-Translation Method made a point of translating isolated sentences word for word and out of context whereas the Audio-Lingual Method relied heavily on monotonous drills and patterns. The dissatisfaction with these as ineffective and dull, among other things, led to the formulation of a new method in language teaching. The writer agrees that "it is essential for ELT professionals to have a historical perspective of attitudes, approaches and methods which have influenced ELT decisions and practices worldwide" (Gabrielatos 2001: 6).

The Communicative Approach assumed that the use of L1 and translation should be abandoned entirely and students should be exposed to the target language all the time. L2 should be the object and the medium of instruction in order for the learning process to reflect naturalistic language acquisition. The emphasis was on the development of all four skills and achieving the aim of communication, rather than grammatical correctness and accuracy.

On the whole, all proponents of L1 emphasise that L1 should not be overused in the classroom. Critical teachers should know both the benefits and limitations of L1 use. They should reflect on their teaching practice and they should make principled decisions based on their awareness of language and culture, knowledge of their students' needs as well as the idiosyncrasies of their particular teaching context (Gabrielatos 2001: 9).

2.3   Methods of Teaching Translation

Translation methods In this part of the work, we are going to review the translation methods put forward by Newmark (1988b: 81). He wrote that, "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". He goes on to refer to the following methods of translation:

a. Word-for-word translation

In which the SL word order is preserved and the words translated singly by their most common meanings, out of context.

b. Literal translation

In which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

c. Faithful Translation

It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

d. Semantic Translation

It is different from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.

e. Adaptation

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

f. Free Translation

It produces the TL text without the style, form, or content of the original.

g. Idiomatic Translation

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h. Communicative Translation

It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark, 1988b: 45-47). The above methods, as I think, should be learnt by students of translation as a first step,

and then they should apply them when dealing with the practical aspect of translation.

2.4 Group Work in Translation

A cooperative approach was suggested earlier in a translation classroom, for example a methodology called 'Cooperative Work Procedure' proposed by Salas (2000). Salas carried out this methodology in her translation class. 'Cooperative Work Procedure' includes a step by step procedure workshop that was proven quite successful in her translation class in terms of students' motivation, productivity and higher quality of work. The procedure includes the steps below:

a. The teacher makes a selection of material to be translated according to the class objectives, taking into account the degree of difficulty of the texts.

b. Students read the text and are able to identify important aspects of translation for example the text type, readership and others.

c. Students should read the text at least twice.

d. The second reading is 'deep' reading.

e. The teacher divides the text into as many segments as students in the group.

f. The students do a preliminary translation if the topic is familiar to them.

g. If the topic is unknown, students should consult complementary literature or other means.

h. Once the first version is accomplished, the students edit their translation.

i. Students read out their translation.

j. The students check their translation against the source text.

k. Students check the cohesion and coherence of the translation text.

l. Students discuss on their translation.

m. As a metacognitive activity, the students, assisted by the teacher, analyze the translation strategies and procedures used.

n. The students hand in the final version of their revised translated texts, typed, double spaced and paged according to the original.

o. The teacher makes a final revision and evaluate students' work by giving constructive comments.

2.5 Strength and Weakness of Group Work

According to Mclnerney (2008) stated there are several strength and weakness of using group work in teaching translation as follow:

a. Strength

1. Students find it fun to work in groups therefore they are more likely to cooperate with your introduction.

2. They learn cognitively and develop their personal skill at that same time.

3. You can give direct instruction and help within the groups and thus students learn more effectively.

4. If school has limited resource like equipment, student can work together and produce one work as the group than missing out on learning.

5. Student will notify you of those who are loafing within the group.

6. If students comfortable within the group and the end of result is marked as group effort, they are more likely to take risk with their ideas and not be scared to make mistake.

b. weakness

a. Group task require planning and management, this takes time of your schedule.

b. Dealing with bullying, student off tasks, arguments, and student loafing.

c. Noise

d. Messy if different groups are using different material at once.

e. It's hard to monitor everyone's safety and behaviors if they do different things.

f. Time management, giving equal time and help to every group.

g. Shy student can be overpowered by opinionated student and they will switch off from the group and the task without notifying a teacher.

2.6   Previous Study

The first fromJadidi (2015) who did research under title "The impact of translators' academic on their translation quality" Following a causal-comparative study, a sample of 100 male and female were selected using purposive sampling method. The participants were divided into two groups each containing 50 individuals with and without a degree in translation, respectively. The participants were asked to translate a paragraph including 232 words, from Orwell's 1984 novel, to assess their translation quality. The result was the translation quality of translators with academic experience was significantly better than that of those without academic experience.

The second fromYuliasari (2015) did research about "Cooperative learning for undergraduate translation and interpreting classes".She didthe things for the teaching   (a) group discussion and presentation, (b) peer correction, (c)error analysis, (d) translation criticism, and (e) comparative analysis, research showed that with interactions among students and teachers benefited students in a deep learning oftranslation, development of critical thinking, and cooperation among translators.

The third from Melnichuk (2017) did research about "Cooperative learning as a valuable approach to teaching translation".The current study proves that both students and educators may benefit from cooperative learning. The paper focuses on the advantages of this method. The research

used both quantitative and qualitative methods. The findings show that cooperative learning technique is highly suitable for the use in the translation class. Learning process evolves dynamically; the discussion stimulates criticism involving a fuller range of translation solutions and improvements and may lead into related topics for debate and discovery.

The differentiation this study betweenprevious studies that are if Jadidi (2015) asked his participant to translate novel while this research did translate to narrative text. The next, if Yuliasari (2015) did research with deeper translate than this research because he did interpreting also while this study translated only word by word. And the last, if Melnichuk (2017) did research for improve group work technique, while this study aimed to know its' effect of it.
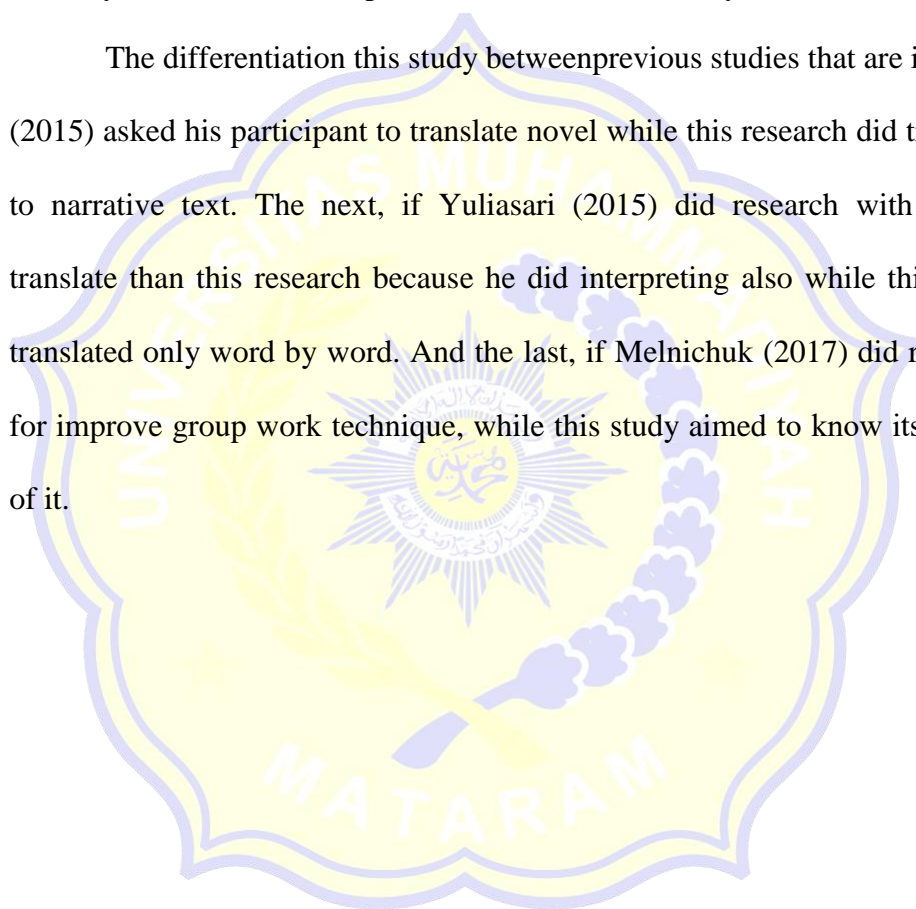
CHAPTER III

RESEARCH METHODOLOGY

This part discussed about research design, population and sample, research instrument, and data collecting techniques.

3.1 Research Design

This study used quantitative method and belongs to quasi-experimental research. There will be two classes, one class for Experimental class and other class for Control class (Sugiyono, 2018:79).

Class	Pre-test	Treatment	Post-test
E	O^1	X	O^2
C	O^1		O^2

Explanation

E : Experimental class

C : Control class

O^1 : Pre-test

X : Treatment

O^2 : Post-test

3.2 Population and Sample

The first population, according to Frankel and wallen (1993 : 79) stated that a population is the group to which the result of the study are intended to apply. According to the Nunan (2014:16), selecting population is one of the

important elements when doing research. The population in this research took from students at second grade of SMAN 1 Gunung Sari, West Lombok that took only two classes. First class called XI MIA[1] that consist 33 students and second class called XI MIA[2] which consisted 33 students also, the total ware 66 students.

Secondly about the sample,it is part of quantity and characteristic that has by the population (Sugiyono, 2016:118). Ary et al (2006: 167) stated that sampling is technique taking sample which give opportunity for every elements or population members to been chosen as sample. The real condition of this research was population could not random and only the both classes given by school. So that way, the researcher used all population became sample of this research. It meantall students in XI MIA[1] as experimental class and all students in XI MIA[2] as control class.

3.3   Research Instrument

According to Sugiyono (2014, 102) that instrument research is tool which is used to measure natural phenomena or social phenomena which studied. The instrument research of this research was narrative task. Narrative task was given to the students with three titles namely: MalinKundang Storyas Pre-Test, Pinocchio Story as Treatment and Mandalika Princes as Post-Test. The researcher used the scoring rubric to score or evaluate the students' achievement in translation.

Table 3.3: Scoring Rubric by Ken Hyland (2004: 243) as follow:

Mark	Format and content 40 marks
31–40 *excellent to* *very good*	Fulfills task fully; correct convention for the assignment task; features of chosen genre mostly adhered to; good ideas/good use of relevant information; substantial concept use; properly developed ideas; good sense of audience.
21–30 *good to* *average*	Fulfills task quite well although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhered to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience
11–20 *fair to poor*	Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/moderate use of relevant information; little concept use; barely adequate development of ideas; poor sense of audience
1–10 *Inadequate*	Clearly inadequate fulfilment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of

Mark	Organization and coherence 20 marks
key information; serious irrelevance or inaccuracy; very limited ideas/ignores relevant information; no concept use; inadequate development of ideas; poor or no sense of audience
16–20 *excellent to very good*	Message followed with ease; well organized and thorough development through introduction, body, and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and reference
11–15 *good to average*	Message mostly followed with ease; satisfactorily organized and developed through introduction, body and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over- or under-use of transitions but correctly used; mostly correct references
6–10 *fair to poor*	Message followed but with some difficulty; some pattern of organization – an introduction, body, and conclusion evident but poorly done; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs;

Mark	
	over- or under-use of transitions with some incorrect use; incorrect use of reference
1–5 *Inadequate*	Message difficult to follow; little evidence of organization – introduction and conclusion may be missing; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of reference contributes to comprehension difficulty
Mark	**Sentence construction and vocabulary 40 marks**
31–40 *excellent to very good*	Effective use of a wide variety of correct sentences; variety of sentence length; effective use of transitions; no significant errors in agreement, tense, number, person, articles, pronouns and prepositions; effective use of a wide variety of lexical items; word form mastery; effective choice of idiom; correct register
21–30 *good to average*	Effective use of a variety of correct sentences; some variety of length; use of transitions with only slight errors; no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions; almost no sentence fragments or run-ons; variety of lexical items with some problems but not

	causing comprehension difficulties; good control of word form; mostly effective idioms; correct register
11–20 *fair to poor*	A limited variety of mostly correct sentences; little variety of sentence length; improper use of or missing transitions; recurring grammar errors are intrusive; sentence fragments or run-ons evident; a limited variety of lexical items occasionally causing comprehension problems; moderate word form control; occasional inappropriate choice of idiom; perhaps incorrect register
1–10 *inadequate*	A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences; improper use of or missing transitions; many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms; inappropriate idioms; incorrect register

To compare student's scores in writing skill as follow:

$$\frac{(student\ final\ score)}{(total\ score)} x100 = 100\ (Excellent)$$

After comparing student score in translation and getting the result, the researcher created assessment table to find out the level of student ability in writing, whether excellent, good, fair, poor or complete poor.

Assessment table 3.3:

No	Qualification	Degree	Qualitative
1	Excellent	80-100	A
2	Good	70-79	B
3	Fail	60-69	C
4	Poor	50-59	D
5	Complete poor	0-45	E

3.4 The Techniques of Data Collection

The data took from the students' writing translation through some procedures have done as follows:

a. Pre-test

At the first meeting, the researcher gave MalinKundang Story by Indonesia language to both classes and then they wrote by English during 45 minutes. It aims to know the students basic ability in writing.

b. Treatment

At the second meeting, the researcher gave treatment through some steps.There are three steps to apply this treatment:

1. Pre activity, this step the researcher started to give greeting, pray, check attendant list and explain about learning objectives include made review about narrative task.

2. Main activity, for experimental class the researcher started to divided students into several groupafter that the researcher gave narrative task which title Pinocchio story and then the researcher gave some instructions such as: find difficult words, values they could took and translate to English. They worked with their group but for control class the whole instructions from researcher they did individually because the reseracher did not divide students into several groups.

3. Closing activity, the researcher gave conclusion for students work and then the researcher gave motivations to students, for the last activity the researcher invited all students to pray together.

c. **Post-test**

At the third meeting, the researcher gave post-test through asking students to write narrative text in duration 45 minutes, but the topic was different namely MandalikaPerinces Story. It aimed to know student's developing or significant effect after did treatment.

3.5. Technique of Data Analysis

To analysis the data, the researcher tried to find out mean scores of experimental and control group then continued to standard deviation and the last was t-test. The researcher used below:

a. Find out the mean score of two groups by use formula below:

1. Mean Score of Experimental Class

$$Mx = \frac{\sum x}{N}$$

2. Mean Score of Control Class

$$My = \frac{\sum y}{N}$$

Where

Mx: The mean score of experimental class

My : The mean score of control class

x: The students final score of experimental class

y: The students final score of control class

N : The number of sample

$\sum$: The sum of …

b. Find out the standard deviation of two groups by use formula bellow:

1. Standard Deviation of Experimental Class

$$\sum x = \sum x^2 - \frac{(\sum x)^2}{N}$$

2. Standard Deviation of ControlClass

$$\sum y = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

X = The Standard deviation of experimental group

Y = The Standard deviation of control group

N = The number sample of experimental group

$\sum$ = The sum of …

c. Find out the score of t-test by use formula bellow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{N} + \frac{1}{N}\right)}}$$

Where:

Mx : Mean score of experimental group

My : Mean score of control group

N : Number of sample

X : The deviation of experimental group

Y : The deviation of control group

$\sum$: The sum of …

(Arikunto, 2013: 324-326)