KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 026.b/SK/FKIP-UPY/III/2024

Tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
SEMESTER GENAP TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Menimbang	:	1.	Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Genap Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
		2.	Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Genap Tahun Akademik 2023/2024.
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Ditetapkan di : Yogyakarta
Pada tanggal : 26 Maret 2024
Dekan

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2. Ketua Program Studi PBI
3. Dosen yang bersangkutan

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USING TRANSLATION TESTS TO IMPROVE THE THIRD-SEMESTER STUDENTS' BASIC GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

UNDERGRADUATE THESIS


Written By:

Elida Kusumawati

20144700035

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

2024

APPROVAL

USING TRANSLATION TESTS TO IMPROVE THE THIRD-SEMESTER STUDENTS' GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

UNDERGRADUATE THESIS

This undergraduate thesis has been
Approved for further examination
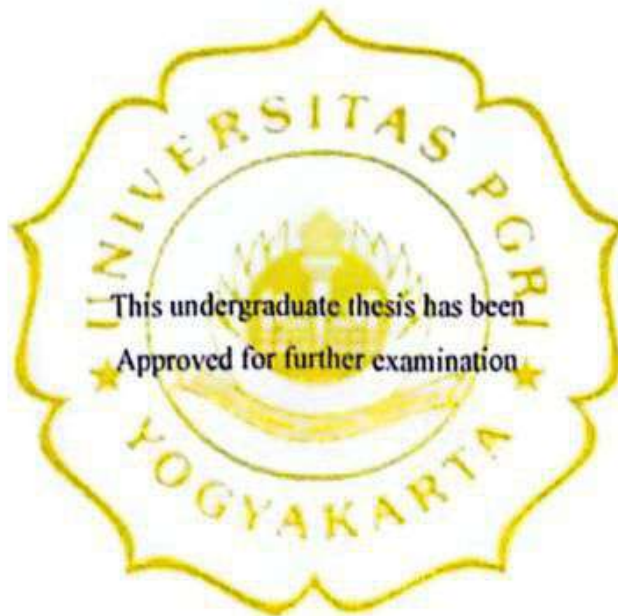
Yogyakarta, 3 April 2024

Supervisor

Dr. Sujatmiko, M. Hum
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Judul Skripsi : USING TRANSLATION TESTS TO IMPROVE THE THIRD - SEMESTER STUDENTS.' GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

Dosen Pembimbing : Dr. Sujatmiko, M. Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	6 / Juni 2023	Konsultasi judul skripsi .	
2	14 / Juni 2023	Konsultasi data penelitian.	
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USING TRANSLATION TESTS TO IMPROVE THE THIRD-SEMESTER STUDENTS' BASIC GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

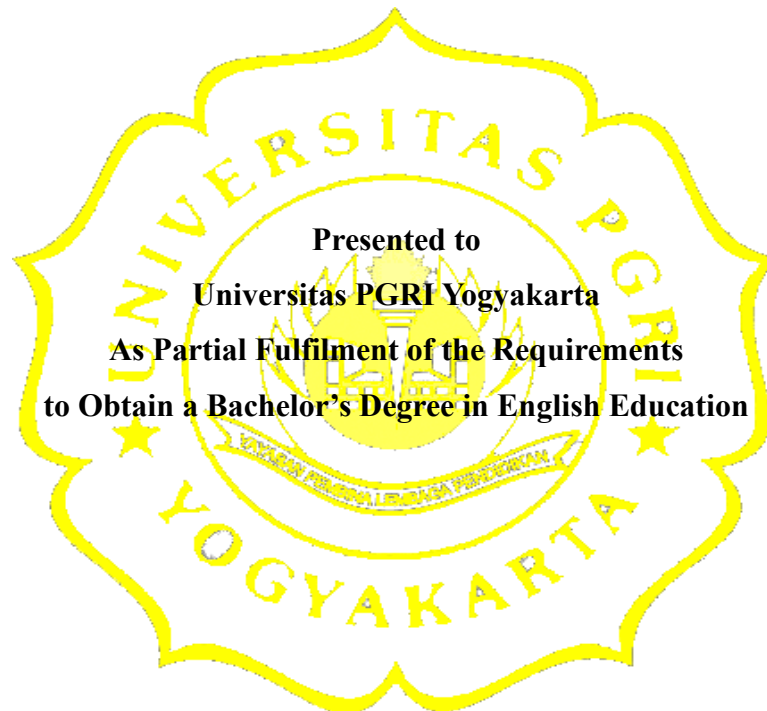## UNDERGRADUATE THESIS

Written By:

Elida Kusumawati

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

2024

USING TRANSLATION TESTS TO IMPROVE THE THIRD-SEMESTER STUDENTS' BASIC GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

UNDERGRADUATE THESIS

Presented to
Universitas PGRI Yogyakarta
As Partial Fulfilment of the Requirements
to Obtain a Bachelor's Degree in English Education

Written by:

Elida Kusumawati

ENGLISH LANGUAGE EDUCATIONSTUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA
2024

ABSTRACT

The ability to understand basic grammar is crucial for effectively conveying understanding grammar is crucial for properly communicating information both orally and in writing. Grammar serves as the foundation for language, which is used to convey messages. Researcher use translation tests to help students improve their basic grammatical skills. Therefore, the objective of this research is to improve students' basic grammar skills through the use of translation tests.

26 third-semester English language education students at UPY participated in the research. This research employed classroom action research (CAR), a method that focuses on problem-solving in educational settings such as schools and universities. A pre-test and post-test were used to evaluate students' basic grammatical skills using a translation test, and the researcher next performed action, providing material regarding translation techniques. Questionnaire were given to students to gain the information about their basic grammar skill related to translation tests. Following data collection, the researcher analysed the data using the classroom action research (CAR) approach.

The researcher found that the translation techniques employed varied, with the most frequently used is established equivalent in the pre-test 375 times (43.34%), post-test I 1060 times (74.33%), and post-test II 1351 times (89.89%). Only 3 (11.54%) of students passed the pre-test, but this increased to 7 (26.92%) in post-test I followed by 26 (100%) in post-test II. The results show that the translation test significantly improved students' basic grammatical skills by using translation tests.

Keywords: Translation Test, Grammar Skill, Translation Techniques, CAR

ABSTRAK

Kemampuan untuk memahami tata bahasa dasar sangat penting untuk menyampaikan pemahaman tata bahasa dasar secara efektif sangat penting untuk mengkomunikasikan informasi dengan baik baik secara lisan maupun tertulis. Tata bahasa berfungsi sebagai landasan bahasa, yang digunakan untuk menyampaikan pesan. Peneliti menggunakan tes terjemahan untuk membantu siswa meningkatkan keterampilan tata bahasa dasar mereka. Oleh karena itu, tujuan penelitian ini adalah untuk meningkatkan keterampilan tata bahasa dasar siswa melalui penggunaan tes terjemahan.

Penelitian ini diikuti oleh 26 mahasiswa pendidikan bahasa Inggris semester tiga di UPY. Penelitian ini menggunakan penelitian tindakan kelas (PTK), suatu metode yang berfokus pada pemecahan masalah di lingkungan pendidikan seperti sekolah dan universitas. Pre-test dan post-test digunakan untuk mengevaluasi keterampilan tata bahasa siswa menggunakan tes terjemahan, dan peneliti selanjutnya melakukan tindakan, memberikan materi mengenai teknik penerjemahan. Kuesioner diberikan kepada siswa untuk mendapatkan informasi tentang keterampilan tata bahasa mereka terkait dengan tes penerjemahan. Setelah pengumpulan data, peneliti menganalisis data dengan menggunakan pendekatan penelitian tindakan kelas (PTK).

Peneliti menemukan bahwa teknik penerjemahan yang digunakan bervariasi, yang paling sering digunakan adalah set setara pada pre-test 375 kali (43,34%), post-test I 1060 kali (74,33%), dan post-test II 1351 kali (89,89). %). Hanya 3 (11,54%) siswa yang lulus pada pre-test, namun meningkat menjadi 7 (26,92%) pada post-test I diikuti oleh 26 (100%) pada post-test II. Hasilnya menunjukkan bahwa tes terjemahan secara signifikan meningkatkan keterampilan tata bahasa dasar siswa dengan menggunakan tes terjemahan.

Kata kunci: Tes Terjemahan, Kemampuan Tata Bahasa, Teknik Terjemahan, CAR

APPROVAL

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This undergraduate thesis has been
Approved for further examination

Yogyakarta, 3 April 2024

Supervisor

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v

RATIFICATION OF BOARD EXAMINERS

Using Translation Tests to Improve the Third-Semester Students' Basic Grammar

Understanding at Universitas PGRI Yogyakarta

Written by:

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This Undergraduate Thesis has been

Approved for Examination on 3rd April 2024

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STATEMENT OF ORIGINALITY

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Name	:	Elida Kusumawati
Student Number	:	20144700035
Study Program	:	English Education
Faculty	:	Teacher Training and Education
Title	:	Using Translation Tests to Improve the Third-Semester Students' Basic Grammar Understanding at Universitas PGRI Yogyakarta

I certify that this work is entirely my own creation. I accept full responsibility for what is written and confirm that there is no plagiarism. Any additional sources used are correctly cited.

Furthermore, I confirm that this work has never been previously submitted for academic review, nor has it been published in any way. I understand that breaking these declarations may result in disciplinary action and academic consequences.

Yogyakarta, April 19th 2024
The Researcher

Elida Kusumawati

MOTTO AND DEDICATION

Motto:

QS Al-Anfal: 9

"Remember when you asked help of your Lord, and He answered you, "Indeed, I will reinforce you with a thousand from the angels, following one another.""

QS Al-Hadid: 4

"He is with you wherever you are."

"Believe you can and you're halfway there." - Theodore Roosevelt

Dedication:

With a sincere heart and great thanks, I dedicate this work to my dear mother, Amiyati, and father, Wagiman Santoso, who always hope for success and express endless love for me. Do not forget Luthfi Ridwanah Yahya, who provided financial and emotional support. Your prayers, love, and support have been the primary motivators behind my success. Thank you so much for your love and support.

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With full gratitude to Allah SWT, the most compassionate and merciful, for all the blessings, guidance, and endless help throughout the process of writing this thesis. All praise be to Him who has given the strength and guidance so that this thesis can be completed. Not forgetting the blessings to Prophet Muhammad SAW, who has set a good example for all of us.

Therefore, the researcher wishes to extend profound gratitude to both her parents and friends, whose unwavering support, love, and prayers have been invaluable. Furthermore, the researcher also seeks to convey sincere appreciation to the following individuals:

1. Rector of Universitas PGRI Yogyakarta, Dr. Ir. Paiman, M.P.
2. Dean of Teacher Training and Education Faculty, Dr. Esti Setiawati, M.Pd.
3. Head of English Education Departments, Andi Dian Rahmawan, M.A.
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6. All my classmates in PBI'20 and the closest good friends of the researcher that always give positive support.
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Yogyakarta, April 3rd 2024

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Understanding grammar is crucial because it is fundamental for accurately transferring messages or information, especially when communicating orally or in writing. Transferring messages or information to others is often accomplished through language as a tool for transferring the meaning or purpose that needs to be communicated, with grammar use as guidance (Rositter, 2020). Whenever there is a lack of understanding of grammar, the conveying of the message or information will be restricted and inaccurate. Thus, understanding grammar is required for communicating effectively messages or information across various community and social components, either orally or in writing (Dalil, 2013).

Grammar applies at all times that language is implemented (Khansir & Pakdel, 2016). What is the significance of grammar for English education students? Because understanding proper grammar promotes you to communicate English more effectively. It helps students provide more precise words, providing fundamentals for academic achievement in college, good oral communication, and academic confidence for successful career fields (Katz Bourns & Watzinger-Tharp, 2008).

Grammar is essential for various skills such as reading, writing, speaking, and listening (Kiaer, 2018). Since a majority of people know the importance of mastering grammar, they need help with obtaining appealing and easy methods to improve their grammar skills. Reading grammar books is a typical method of learning grammar (Nandar, 2011). According to the results of interviews with grammar lecturer, the current teaching approach involves using books and providing examples around students to demonstrate grammar

concepts. As a result, the researcher intends to apply a translation tests method to analysis students' grammar understanding which has never been used by grammar lecturer before. This method proposes an approach focusing on understanding grammar through translation tests rather than books as the primary source of material. Interviews with grammar lecturers who had never employed this strategy before revealed its innovative potential in improving grammar understanding.

In this research, the researcher observed students from the English education program at UPY. On June 2, 2023, observations and sampling were carried out in collaboration with the supervisor lecturer and as a Third-semester grammar lecturer, particularly by giving Indonesian translation questions into English that included grammatical rules that were still relevant to the course. The following issues can be identified based on observations and preliminary data collection: (1) they have difficulty in choosing the diction, (2) they have difficulty in understanding the tenses, (3) their vocabulary is very limited, (3) they have difficulty in understanding the prepositions, (4) they have difficulty in understanding the plural and singular, and (5) they have difficulty in understanding the passive voice. Overall, researcher observed the difficulties provided by respondents according to observations and preliminary data collecting.

The researcher is going to provide samples of their English translations to prove that respondents have difficulties formulating English sentences. The researcher expects that this translation example will provide strong evidence that respondents have difficulty translating Indonesian sentences into English using correct grammar.

Herewith, the researcher will provide examples of their English translations following to demonstrate that the respondents had difficulty in translating Indonesian text into English.
Respondent 1.

1. **Problem with preposition sentence pattern / structure (target text structure followed source text structure) / wrong sentence pattern. Word for word translation.**

   Example:

   ST: **Saya meletakan tas di atas meja.**

   TT: **I put the bag in the table.**

   From that sample, the Problem with sentence pattern / structure (target text structure followed source text structure) can be identified when the respondent translated **Aku meletakan tas di meja.** In St into **I put the bag in the table**. The problem in structure: the preposition used should be "on the table" instead of "in the table.. The best sentences for structure would be using past tense **I put the bag on the table.**

2. **Problem with tenses sentence pattern / structure (target text structure followed source text structure) / wrong sentence pattern. Word for word translation.**

   Example:

   ST: **Aku bermain tenis kemarin.**

   TT: **I play tennis yesterday.**

   From that sample, the problem of Translation Text error can be identified when the respondent translated **"Aku bermain tenis kemarin"** into **"I play tennis yesterday"** is grammatically incorrect due to the word is lack of Verb 2 in past tense. The correct sentence should be **"I played tennis yesterday"**.

3. **Problem with singular and plural sentence pattern / structure (target text structure followed source text structure) / wrong sentence pattern. Word for word translation.**

   Example:

   ST: **Kucing itu mengejar tikus di halaman belakang**.

   TT: **The cat is chasing mouses in the backyard.**

From that sample, the problem of wrong in translating ST **"Kucing itu mengejar tikus di halaman belakang"** into TT **"The cat is chasing mouses in the backyard"** is contain grammatical error. The mistake lies in the use of "mouses," which is incorrect. The plural of **"mouse"** is **"mice."** Therefore, the corrected sentence uses the proper plural form.

4. **Problem with passive and active voice sentence pattern / structure (target text structure followed source text structure) / wrong sentence pattern. Word for word translation.**

   Example:

   ST: **TV itu dinyalakan oleh ayahku.**

   TT: **TV is my father turn on.**

   From that sample, the problem of the sentence **"TV is my father turn on"** is incorrect because it does not use proper passive voice construction. In this structure, the object of the active sentence **("my father")** becomes the agent in the passive construction, and the verb **"turn on"** is changed to the past participle **"turned on."** The correct passive voice form would be: **"The TV is turned on by my father."**

Based on the preliminary data demonstrated above, it is possible to conclude that the English translation provided by respondents continues to follow the structure of the source language. The preliminary test was conducted to assess respondents' basic grammar skills before they began a translation task implementing multiple grammatical aspects. This research suggests employing translation tests as an innovative approach to improving grammar understanding. Respondents are provided with a translation test containing grammatical aspects but refrains from concentrating on them directly. The novelty of this research is its unconventional approach by introducing grammatical concepts after the preliminary test. The researcher takes on the role of a guide who discovers grammatical details in translation text. This research

provides a new perspective on grammar learning, possibly laying the way for more successful language education methods.

Based on the previous explanation, this research is both essential and reasonable. This research is suggested as a solution to problems regarding grammar understanding. The researcher intends to investigate the components that influence grammatical understanding in translating tests from Indonesian into English for Third-semester English majors. Translation is beneficial not only for transferring meaning, however it may also for improving the interactive learning process (Murtisari et al., 2020). As a result, the researcher proposed conducting research named "Using Translation Tests to Improve the Third-semester Students' Basic Grammar Understanding at Universitas PGRI Yogyakarta".

B. Identification of the Problem

Based on research background, identification to solve the problem are:

1. **Difficulty in Sentence Formation:** Research participants experienced difficulty making sentences, usually incorrectly applying the structure in the original languages.

2. **Translation Errors:** There are errors in the translation of the text, such as difficulties in translating specific phrases.

3. **Wrong Article/Word Selection:** Errors in article or word selection result in improper translation.

4. **Challenges with Certain Grammar Concepts:** Students face difficulties in various aspects of grammar, such as choosing the right words, understanding tenses, prepositions, plural and singular forms, and passive voice.

C. Problem Statement

Based on research background, research is conducted on addressing the following issues in the problem statement:

1. What are the translation techniques used by the students in translating the basic grammar tests?

2. How do the translation tests can be used to improve the students' understanding of basic grammar?

D. The Objective of the Study

The objective of the research is:

1. To identify the translation techniques used by the students in translating the basic grammar tests.

2. To identify the using of translation tests in improving the students' understanding of basic grammar.

E. The Benefit of the Study

1. For Student

Improve students' basic grammar skills and enhance their confidence in tests and tasks for academic achievement.

2. For Lecturers

Lecturers receive new methods of instruction that might be employed, especially the translation test method, together with observational information to improve teaching approaches.

3. For the English Language Education Program

Improving learning strategies through translating test as a new approach and promoting academic achievement through improved basic grammar skills.

4. For the University

This research has an opportunity to contribute new ideas to the field of language education.

CHAPTER II
LITERATURE REVIEW AND PREVIOUS STUDY

A. Theoretical Review

1. Grammar

Grammar is an essential part of learning English. Grammatical skills require comprehending and employing grammar rules to construct grammatical and structured effectively sentences (Giovanelli, 2014). A comprehensive understanding of grammar enables students to explain themselves effectively and clearly in the target language. It is supported by (Farisatma & Rahman, 2017) Grammar is one of the English language parts that requires being acquired in order to be proficient in all language skills such as reading, writing, and speaking.

According to (Argawati, 2017), grammar is a rule of language that has a standard discipline to construct sentences and transmit more significance. Tenses, passive voice, preposition, singular and plural, verb 1 - 3, and many others are examples. (Haryudin & Argawati, 2018), stated that grammar involves a wide variety of topics that can be difficult for students to remember and comprehend. Learn English for preparing students for future challenges. requirements students to be active communicators in English, either verbally and in writing (Brown, 1851). According to (Brown, 1851), English contains more than 25 kinds of grammar related to numerous formulas that must be comprehended.

Knowing and employing grammar is essential in learning English, based on the definition above. Students who comprehend grammar can construct grammatical and organized sentences, helping them to communicate effectively and clearly in the target

language. Although grammar can be difficult for students due to the multiple complex rules involved in it, researching grammar is essential in preparing students to overcome future obstacles and become active communicators in English, both orally and in writing. Students can improve their language skills in reading, writing, and speaking English if they've acquired a comprehensive knowledge of grammar. There are 4 types of grammar used in this research, namely:

1. Preposition

    Preposition are words that reveal their connection to additional words by organizing pronouns and nouns in traditional English (Pullum & Huddleston, 2002). Prepositions include "in," "to," "of," "for," and "on."

    Example:

    - I'm **in** the office.
    - He went **to** the shop.
    - The books **on** the shelf were very interesting.

2. Tenses

    Tenses refer to the order in which events occur in a statement (Chen Cong-mei, 2007). Past, present, and future tenses are used. Some common tenses require employing the verb in various forms depending on the time.

    Example:

    - Present Simple: I work (Saya bekerja).
    - Past Simple: I worked (Saya bekerja, masa lampau).
    - Future Simple: I will work (Saya akan bekerja, masa depan).

3. Singular and Plular

    The singular refers to a single thing or person, however the plural refers to multiples (Hart, 2017). The ending "-s" or "-es" is frequently used to transform a noun from singular to plural.

Example:

- Singular: one book
- Plural: two books

4. Active Voice and Pasive Voice

The active voice is a sentence that can be utilized to more effectively clarify the subject conducting the action. However, the passive voice is the opposite (Christensen et al., 2009).

Example:

- In active sentences, the subject does something to the object. Let's say for instance, "The cat (subject) chased (action) the mouse (object)."
- The object receives the action from the subject in passive phrases. Let's say for instance: "The mouse (object) was chased (action) by the cat (subject)."

2. **Translation**

Translation aims to construct an equivalent form in the target language that quite approximates the message in the source language, with its primary focus on meaning and an additional focus on style (Nida Eugene A. & Taber Charles R, 1982). Although this statement appears easy to understand it requires careful evaluation of multiple contradicting factors. This highlights the importance of a thorough understanding of the context, details, and expressive depth of the two languages used in the translation process. The sensibility to message and style is crucial in achieving successful translation results. (Hatim, 2021)

3. **Translation Technique**

According to Molina & Albir (2002) propose a theory on Translation Technique. These techniques include:

a. **Adaptation**

It is a Translation Text that employs the subject-predicate structure to substitute cultural components of the source language with cultural elements of the target language that are similar. This strategy is employed when the cultural components in the source language do not exist in the targeted language or when the reader is more familiar with the cultural characteristics in the target language.

b. **Amplification**

It is a Translation Text that employs explanation paraphrasing to inform a reader of the source language (SL).

c. **Borrowing**

It is a Translation Text that employs borrowed phrases or words from the source language. The loan could either be pure (pure borrowing) with no modifications or naturalized loan (borrowing naturalized) with spelling or pronunciation modifications in the target language's official dictionary on the standard for whether the word or phrase is a loan or not.

d. **Description**

It is a Translation Text in which a term or statement is replaced with a description of its shape or purpose.

e. **Calque**

Calque refers to the literal translation of a foreign word or phrase, it could be either lexical or structural.

f. **Generalization**

This is a technique for translating simpler phrases in the target language (TL) into more specific phrases in the source language (SL). Because the target language lacks an accurate

counterpart, this is done. This method is similar to the receipt method.

g. **Modulation**

Translation Text employed to alter the perspective, emphasis, or cognitive classification concerning the source text (ST).

h. **Compensation**

It is a Translation Text in which messages are transferred from different components of the translation.

i. **Discursive creation**

Its purpose is to determine an intermittent equivalence that is completely unexplained in context.

j. **Estabilished equivalent**

It is to employ a term or statement recognized as equivalency in the TL (by dictionaries or language in usage).

k. **Linguistic amplification**

It is a Translation Text for adding linguistics components. This is commonly used in simultaneous interpreting and dubbing.

l. **Linguistic compression**

A translation is employed in the TT to synthesize linguistic elements. This is frequently employed in simultaneous translation and subtitling.

m. **Literal translation**

It is a Translation Text that is employed to translate a word or statement word for word.

n. **Variation**

It is a Translation Text that is employed to modify linguistic or paralinguistic components (intonation, gestures) that affect aspects of linguistic variance.

o. **Transposition**

It is a Translation Text that is employed to modify a grammatical classification, changing it from plural to singular in the target language, and singular to plural. The change from active to passive tense and passive to active in the target language.

p. **Substitution**

It is a Translation Text used to replace grammatical components with paralinguistic components (intonation, movements) or the opposite.

q. **Reduction**

It is a Translation Text used for removing an item of SL information in the TL.

r. **Particularization**

It is a technique of translation employed for employing a more specific or concrete term.

4. **Classroom Action Research**

Classroom Action Research (CAR) is a systematic research method that allows researcher to improve their teaching practices through conducting research in the classroom setting. According to Mettetal (2003) confirms this by defining Classroom Action Research as the combination of teaching and collaboration with instructors solving issues related to the educational process in their classrooms using available data from their classrooms. In the CAR (Classroom Action Research) process there are 7 steps that are managed (Mettetal, 2003).

1. Identify a question.

Good questions have three essential qualities. First of all, it is relevant to classroom settings, which could potentially have

an impact on student learning. Second, action should be promoted to change learning strategies based on the results of the research. Third, question must result in a project that is possible in terms of time, effort, and resources.

2. Review the literature.

Supporting information such as a short review of adequate sources is required regarding the question. namely teaching resources from teaching centers and data-based information sources from the Educational Resources Information Center (ERIC), which records teaching-related publications of various types.

3. Plan a research strategy.

Plan your research approach with the understanding that there is no single ideal data collection method. Depending on your research problem, you can collect data from individual students or the entire class. Strategies can include presenting a specific situation, analyzing references between many sorts of data, or observing cause and effect.

4. Collect data.

Use current data, whether quantitative (test scores, grades, surveys) or qualitative (focus group discussions, class discussions). You can begin with the tasks, test scores, and instructor assessments you already have. If additional details are required, consider data that is simple to obtain and analyze. (Angelo & Cross, 1993) give a variety of assessment instruments that provide excellent guidance.

5. Analyze data.

The purpose of data analysis is to find designs that improve students' exam performance and to investigate their comments. Study from Bruning and Kintz provided detailed instructions

about grouping comments or average score tables can show relevant patterns and if statistical tests are required (Scher & Darley, 1997)

6. Take action based on results.

   The findings of the research should guide teaching choices. Continue employing an innovative approach if it improves student learning. If not, return to previous techniques or attempt new ones. Proportional assessment of the additional benefit of learning and the effort required is also crucial. This decision provides a starting point for adjusting instructional methods to achieve the best results.

7. Share your findings.

   Individual instruction is frequently used. Sharing CAR research results can be done through departmental meetings or teaching conferences. Projects can be entered into the ERIC database. (See the ERIC website for application information.)

According to Kemmis et al.,(2014) Classroom Action Research (CAR) involve instructors in enhancing their teaching techniques by using qualitative methods. Its popularity fluctuates due to a gap in the theories that support it. This research is practical in terms that it focuses on instructors' reflection and practical interpretation in the learning setting, which is compatible with Aristotle's concept of practical reasoning. Classroom Action Research (CAR) defines itself in the field of educational action research by providing an additional perspective on the relationship between education and social transformation. As a result, this study proposes the ability to dig further into the relationship between education and social change dynamics. (Kemmis et al., 2014)

B. Previous Study

In "Fostering Students' Grammatical Competence Through Flipped Classroom" research, the Flipped Classroom approach was used in classroom action research at SMAN 4 South Tangerang to improve students' grammar skills. This study aims to investigate how the Flipped Classroom technique affects students' grammatical skills. The outcomes demonstrate multiple benefits, including enhanced student participation, improved grammatical understanding, and higher learning independence. Furthermore, the Flipped Class method resulted in a significant enhancement in student test scores.

In "The Implementation of *WHO AM I GAME* to Improve Students' Grammar Skill of Simple Present Tense at The Eighth Grade of MTs EX PGA Proyek UNIVA Medan" research, the game "*Who Am I?*" is used in this research to improve eighth-grade students' grammar skills in the Simple Present Tense. The post-test results increased considerably, showing that the game had a beneficial effect on students' understanding and employ of the Simple Present Tense. Furthermore, interactive games such as "*Who Am I?*" may assist students in enhancing and improving their grammar skills.

In "Increasing Students' Grammar Performance through Communicative Language Teaching" research, this research using the classroom action method, shows the effectiveness of Grammar Practice Activities in the context of the Communicative Language Learning (CLT) method. The increase in student scores from pre-test to post-test indicates the success of this approach.

1. **The Similarities and Differences**

These three research findings share the same objective, which is enhancing students' grammar through classroom action research methodologies. Although the learning methodologies employed are

different, each serves the same objective, which is enhancing the understanding and application of grammar effectively.

This research adds to previous research that has not addressed this issue by identifying the grammatical skills of PGRI Yogyakarta University students, analyzing the Translation Texts used in translating, identifying the most commonly employed Translation Texts by respondents, analyzing the problems faced by respondents, and conducting training to improve the third-students' grammar understanding at Universitas PGRI Yogyakarta.

C. Thinking Framework

The thinking framework of the research is:
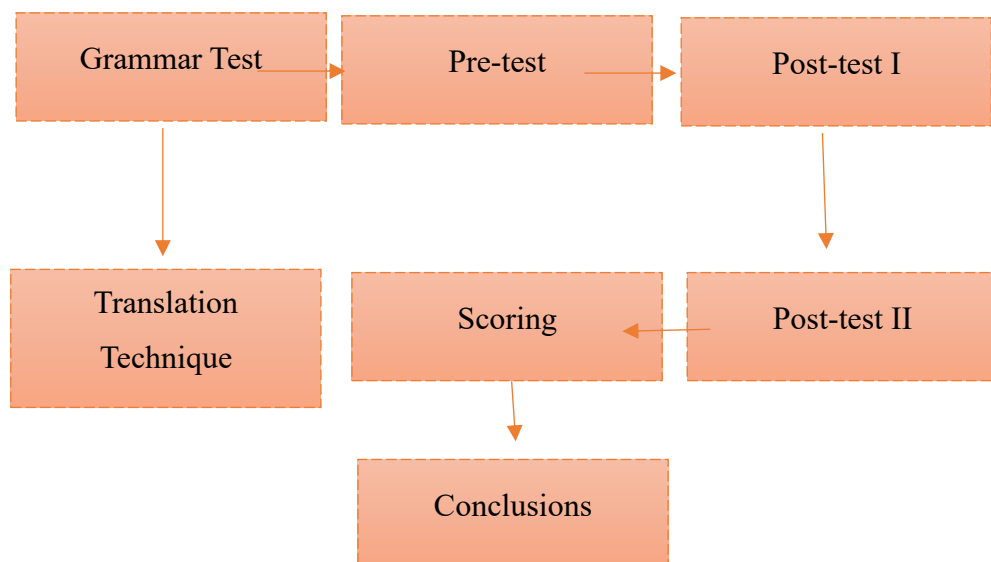
Figure 1 Thinking Framework

Researcher will start by analysing students' understanding of basic grammar using a basic grammar test which includes basic grammatical components such as prepositions, tenses, singular and plural, as well as active and passive sentences in Indonesian which will be translated into English. Translation techniques are methods used by students to learn basic grammar through translating Indonesian into English. Before starting the translation process, students must take a pre-test that analyses their understanding of basic grammar.

Basic grammar learning is carried out through translation techniques after students' first understanding of basic grammar becomes clear. The students then took post-test I to analyse their improvement in basic grammatical understanding. The basic grammar given in the translation tests completed by students will be discussed. After that, post-test II was given to analyses memory of the basic grammar that had been explained and to improve long-term understanding of basic grammar.

The effectiveness of using translation tests to analyses students' basic grammatical understanding is then assessed using the results of pre-test, post-test I, and post-test II scores. Conclusions were drawn based on a comparison of pre-test, post-test I, and post-test II scores which showed the effectiveness of translation tests in improving students' understanding of basic grammar.

CHAPTER III
RESEARCH METHODOLOGY

A. Type of the Research

Classroom Action Research (CAR) is a type of research employed by researcher to solve problems. Classroom Action Research (CAR) is a qualitative method that focuses on resolving problems in educational settings such as schools and universities. Classroom Action Research (CAR) is defined (Kemmis et al., 2014) as an approach of discovery and evaluation carried out by individuals, in particular social contexts including the field of education, to improve their practice. The researcher chose to enhance the research data obtained temporarily by content analysis. According to (Kemmis et al., 201) the objective of the CAR is to provide the researcher with an understanding of the responses from the participants on the topic under discussion.

According to (Kemmis & McTaggart, 1988), CAR is described by (Lewin, 1946) as a cycle of phases featuring planning, implementing plans, observing results, and readjusting plans depending on experience. The CAR process has to be efficiently defined through a continuous cycle of self-reflection. Therefore, in this CAR, the researcher implements two cycles repeatedly as the CAR proceeds, with each cycle offering a chance to gain knowledge and enhance the activities made. On June 2, 2023, the CAR was conducted with the English translation of 26 participants to obtain data on the third-semester students' comprehension of English on the grammar employed in their translations, solutions offered by the participants to improve grammar skills, and research solutions to improve grammar in translating text through training.

B. Data Source and Data

1. **Data Source**

To collect data, the researcher collected data from a translation test created by the researcher following multiple grammar book references and separately created pre-test and post-test questions.

2. **Data**

The data collected in this research contains the results of translation tests completed by students through pre-test and post-test. Furthermore, the answer key utilized as an indicator has been confirmed by the supervisor to guarantee its accuracy and trustworthiness.

C. Data Collecting Technique

1. **Interview**

Interviews were conducted with grammar course lecturers for observation data in December 7, 2023.

2. **Pre-test**

The pre-test will conduct in March to analysis previous understanding of basic grammar. Students are given 45 pre-test questions which include 10 preposition questions, 15 tense questions, 10 singular and plural questions, and 10 passive and active voice questions. The questions are drawn from a variety of grammatical books.

3. **Post-test**

The post-test will conduct in March to analysis basic grammar understanding after being given action in class. After the action, students took two post-tests, each consisting of 10 questions covering 2 prepositions, 3 tenses, 1 singular and 1 plural forms, and 2 passive and 1 active voices. The questions were selected from several grammar books.

4. Questionnaire

In March 2023, a questionnaire will be distributed to observe the use of translation tests on basic grammatical understanding by UPY third-semester students.

5. Documentation

Documentation in the form of photographs taken during the implementation of Classroom Action Research in the third semester grammar class at Universitas PGRI Yogyakarta.

D. Data Analysis Technique

The technique of collecting data systematically to assist researcher in making conclusions is referred to as a data analysis technique. When the data analysis technique is right, conclusions should be easy to obtain.

According to (Miles & Huberman, 1994), research involves three simultaneous actions: reduction of data, presentation of data, and conclusions drawing/verification. These three steps will be explained further in detail below:

1. Data Reduction

According to (Miles & Huberman, 1994), data reduction refers to steps including picking, focusing, simplifying, separating, and modifying data contained in notes taken in the field or written transcripts. Additional data reduction steps were carried out during the data collection process, such as writing summary data, coding, discovering themes, creating groups, creating categories, and writing notes. Data reduction is a necessary step in the analysis process. Researcher can delete irrelevant parts of the data and organize the data to achieve the final results that can be drawn and validated through data reduction.

2. Data Presentation

According to (Miles & Huberman, 1994), the display is an approach for presenting information in an arranged and detailed way that allows

individuals to draw conclusions and take action more easily. They believe that employing a variety of matrix data, charts, networks, and diagrams is the most effective approach to carefully analysing data. Every aspect of this is carried out by arranging data in a way that is simple to comprehend. As a result, an analyst can track developments and assess whether the conclusions that were reached are right, or whether they should continue the research instructions provided by the display to make it more valuable.

3. **Conclusion Drawing/ Verification**

According to (Miles & Huberman, 1994), drawing conclusions is equivalent to half of the Gemini configuration. When the analyst returns to work, the conclusions are double-checked. While collecting data, researcher draw short conclusions. However, we cannot draw conclusions randomly; we must verify the evidence. The conclusion occurs not just when the data is collected but it requires to be checked again to be genuinely validated.

E. **Data Validity Technique**

Data triangulation is a data validity technique that has been used by researcher following CAR. According to (Santosa, 2017), triangulation in research is a technique that incorporates the use of more than one method or methodology to explore a research issue or particular event. In research, triangulation is a technique that involves using more than one method or approach to examine a specific research question or phenomena. The main objective is to enhance optimism about findings by validating a statement or hypothesis with two or more distinct enlacements or different perspective (Heale & Forbes, 2013).

In implementing this research, the researcher used a triangulation approach using the concept emphasized by (Santosa, 2017). For example, researcher might use in-depth interviews and participant observation simultaneously to obtain a more comprehensive understanding of research participants' experiences and behavior. A technique triangulation approach was

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used to increase the validity and reliability of study results by eliminating the possibility of the influence of subjectivity or tendencies that could happen in a single data collection method (Thurmond, 2001).

F. Research Schedule

The research schedule for this research has been carefully considered, which includes the phases of preparation, collecting, and analyzing data. Every phase has a clearly defined time limit to make sure that the research is implemented efficiently and on time. The research schedule is as follows:

Table 1 The Research Schedule Plan

No.	Date/Month	Activities
1.	July 2nd, 2023	▪ Observation ▪ Giving translation tests (pre-test) ▪ Write research proposal
2.	November 2nd, 2023	▪ Conducting CAR (giving material) ▪ Giving translation tests (post-test I) ▪ Correcting answers
3.	November 21st, 2023	▪ Giving translation tests (post-test II) ▪ Correcting answers ▪ Giving questionnaires
4.	November 22nd, 2023	▪ Analysis the data
5.	January 17th, 2024	▪ Seminar proposal
6.	Febuary 2nd, 2024	▪ Write undergraduate thesis
7.	April 3rd, 2024	▪ Approval of undergraduate thesis
8.	April 26th, 2024	▪ Examination of undergraduate thesis

CHAPTER IV
RESEARCH FINDINGS ANDDISCUSSION

A. Research Findings

The translation test is conducted to evaluate and improve the understanding of the basic grammar of UPY third-semester students. The researcher presents the findings of a translation test analysis of UPY in the third-semester students. The findings are based on the pre-test, post-test I, and post-test II, which the students completed in the two phases.

1. Translation Techniques Used by the Students in Translating the Basic Grammar Tests

The researcher prepared test questions in Indonesian that were relevant to the material provided that semester to be translated into English. The respondents were 26 third-year English education students at UPY. Translation tests are used by researcher to teach and improve students' basic grammatical understanding, including prepositions, tenses, single and plural forms, and active and passive voice. The data was collected in the form of a Pre-Test before the action and a Post-Test after using the translation test as an instructional tool in the classroom. The Molina & Albir (2002) translation technique was provided and used in this research to translate the test. The translation technique data that was used to translate the translation test is presented below:

Table 2 Translation Technique Data Presentation by Respondents in Pre-Test

No.	Translation Technique	Quantity	Percentage
1.	Established Equivalent	375	45,34%
2.	Literal Translation	277	33,49%
3.	Modulation	56	6,77%
4.	Pure Borrowing	50	6,04%
5.	Explicitation	38	4,59%
6.	Generalization	21	2,53%
7.	Amplification	10	1,20%

	Total	827	100%

According to the data presented in the table, respondents used 7 different translation techniques through the pre-test. The established equivalent technique was the most frequently used, resulting in 375 words (45.34%), followed by the literal translation technique, which included 277 words (33.49%). In addition, the modulation technique was used for 56 words (6.77%), the pure borrowing technique for 50 words (6.04%), the explicitation technique for 38 words (4.59%), the generalization technique for 21 words (2.53%), and the amplification technique for 10 words (1.20%), which was least frequently used.

a. **Established Equivalent**

Respondent 11

Data 01

ST:	**Kucing** itu bersembunyi **di bawah tempat tidur**.
TT:	**The cat**/ hiding/ **under**/ **the bed**/
	EE LT EE EE

In **data 01**, **respondent 11** presented data relating to translation techniques. The word **"kucing"** in the **ST** column was translated into **"the cat"** in the **TT** column using an established equivalent translation technique. Whenever translating from Indonesian to English, translator used commonly spoken vocabulary in the target language to ensure that the meaning remained equal to the source text's meaning. In the **TT** column, **ST "dibawah"** was translated into **"under"** and **ST "tempat tidur"** into **"the bed"** using the same translation technique.

b. **Literal Translation**

Respondent 05

Data 04

ST:	Mereka sedang menonton **film di bioskop**.
TT:	They/ are watching/ **movie**/ **in**/ **cinema**/
	EE EE LT LT LT

In **data 04**, **respondent 05** presented data relating to translation techniques. The word **"film"** in the **ST** column was translated into **"movie"** in the **TT** column using a literal translation translation technique. Whenever translating source text into the target text, the translator prioritizes the source text's structure rather than the conversion of the target text. As a result, the translation is difficult to understand because it appears inflexible. In the **TT** column, **ST "di"** was translated into **"in"** and **ST "bioskop"** into **"cinema"** using the same translation technique.

c. **Modulation**

Respondent 22

Data 05

ST:	Kami sedang menonton TV ketika **listrik mati**.					
TT:	We/	are watching/	TV/	when/	**the power**/	**went out**/
	EE	LT	PB	EE	**Mod**	**Mod**

In **data 05**, **respondent 22** presented data relating to translation techniques. The word **"listrik"** in the **ST** column was translated into **"the power"** in the **TT** column using a modulation translation technique. Whenever translating words from source text into target text, the translator changes the sentence structure, making sentences to be modified without changing the content from the source text. In the **TT** column, **ST "mati"** was translated into **TT "went out"** using the same translation technique.

d. **Pure Borrowing**

Respondent 20

Data 06

ST:	Keluargaku akan melakukan perjalanan ke **Paris** musim panas ini.					
TT:	My family/	will/	travel/	to/	**Paris**/	this summer/
	EE	LT	LT	EE	**PB**	EE

In **data 06**, **respondent 20** presented data relating to translation techniques. The word **"Paris"** in the **ST** column was translated into **"Paris"** in the **TT** column using a pure borrowing translation technique. Translator borrow word from the source text and do not change the word since the meaning appear similar in the target text.

e. **Explicitation**

Respondent 01

Data 09

ST:	Toko baru dibuka dilingkungan sekitar kami.
TT:	A/ new store/ has oppened/ in/ our neighborhood/
	Exp EE LT EE Gen

In **data 09**, **respondent 01** presented data relating to translation techniques. When translating source text, the explicitation translation technique involves putting additional details **"a"** into the target text **(new store)**. This is done to make the meaning clear and avoid misunderstanding.

f. **Generalization**

Respondent 20

Data 09

ST:	Toko baru dibuka di lingkungan sekitar kami.
TT:	A/ new store/ has opened/ in/ **our neighborhood**/
	Exp EE LT EE **Gen**

In **data 09**, **respondent 20** presented data relating to translation techniques. The word **"sekitar kami"** in the **ST** column was translated into **"our neighborhood"** in the **TT** column using a generalization translation technique. When translating **"sekitar kami"** into **"our neighborhood"**, the translator decreases the details in the source text by merging details or deleting unnecessary information resulting in a more understandable target text.

g. **Amplification**

Respondent 09

Data 09

ST:	Toko baru dibuka di lingkungan sekitar kami.
TT:	A/ new store/ is open/ **at around**/ our neigborhood/
	Exp EE LT **Amp** Gen

In **data 09**, **respondent 09** presented data relating to translation techniques. Whenever **"sekitar kami"** is translated into **"at around our neighborhood"**, the target text adds more detail **"at around"** that extends the meaning of the source text. This adds details that weren't present in the source text, making the target text information more understandable.

Table 3 Translation Technique Data Presentation by Respondents in Post-Test I

No.	Translation Technique	Quantity	Percentage
1.	Established Equivalent	1060	74,33%
2.	Literal Translation	323	22,65%
3.	Pure Borrowing	25	1,75%
4.	Amplification	10	0,70%
5.	Explicitation	7	0,49%
6.	Neutral Borrowing	1	0,07%
	Total	1426	100%

According to the data presented in the table, respondents used 6 different translation techniques through the pre-test. The established equivalent technique was the most frequently used, resulting in 1060 words (74.33%), followed by the literal translation technique, which included 323 words (22.65%). In addition, the pure borrowing technique was used for 25 words (1.75%), the amplification technique for 10 words (0.70%), the explicitation technique for 7 words (0.49%), and the neutral borrowing technique for 1 word (0.07%), which was least frequently used.

a. **Established Equivalent**

Respondent 13

Data 01

ST:	Dia tiba di bandara lebih awal.
TT:	**He**/ **arrived**/ to/ **the airport**/ **early**/
	EE EE LT EE EE

In **data 01**, **respondent 13** presented data relating to translation techniques. The word **"bandara"** in the **ST** column was translated into **"the airport"** in the **TT** column using an established equivalent translation technique. Whenever translating source text, the translator tries to keep its original meaning, style, as well as cultural details to keep the target text's quality. Using established equivalent translation techniques, **"dia"** in the source text is translated into **"he"** in the target language, **"tiba"** in the source text into **"arrived"**, and **"lebih awal"** in the source text is translated into **"early"**.

b. **Literal Translation**

Respondent 23

Data 02

ST:	Saya suka berenang di laut selama musim panas.
TT:	I/ **enjoy**/ **swimming**/ **at**/ **the sea**/ during/ **summer**/
	EE **LT** **LT** **LT** **LT** EE **LT**

In **data 02**, **respondent 23** presented data relating to translation techniques. The word **"suka"** in the **ST** column was translated into **"enjoy"** in the **TT** column using a literal translation translation technique. The grammar structure of the source text remained **"word-for-word"** while translating source text, making the meaning in target text appear less natural. The word **"berenang"** in source text is translated into target text as **"swimming"**, **"di"** becomes **"at"**, **"laut"** becomes **"the sea"**, and **"musim panas"** becomes **"summer"** using the same translation techniques.

c. **Pure Borrowing**

Respondent 03

Data 05

ST:	Saya berada di mall kemarin.
TT:	I/ was in/ **the mall**/ yesterday/
	EE LT **PB** EE

In **data 05**, **respondent 03** presented data relating to translation techniques. The word **"mall"** in the **ST** column was translated into **"the**

mall" in the **TT** column using a pure borrowing translation technique. Translator borrow word from the source text and do not change the word since the meaning appear similar in the target text.

d. **Amplification**

Respondent 13

Data 06

ST:	Aku melihat kawanan angsa terbang ke Selatan.
TT:	I/ see/ **a bunch**/ of swans/ flying to the South/ EE LT **Amp** EE LT

In **data 06**, **respondent 13** presented data relating to translation techniques. The target text adds more detail **"a bunch"** that extends the meaning of the source text **"kawanan"**. This adds details that weren't present in the source text, making the target text information more understandable.

e. **Explicitation**

Respondent 21

Data 02

ST:	Saya senang berenang di laut selama musim panas.
TT:	I/like /swimming/on/the ocean/ during/summer/**session**/ EE LT LT LT EE EE LT **Exp**

In **data 02**, **respondent 21** presented data relating to translation techniques. The translator merging details **"session"** resulting in a more understandable target text.

f. **Neutral Borrowing**

Respondent 01

Data 05

ST:	Saya berada di mall kemarin.
TT:	I/ in/ **the mal**/ yesterday/ EE LT **NB** EE

In **data 02**, **respondent 21** presented data relating to translation techniques. The translator transforms source text **"mall"** into target text **"mal"** by adopting the word without changing it significantly, translating source text reduces its specific meaning.

Table 4 Translation Technique Data Presentation by Respondents in

Post-Test II

No.	Translation Technique	Quantity	Percentage
1.	Established Equivalent	1351	89,89%
2.	Literal Translation	111	7,38%
3.	Pure Borrowing	26	1,72%
4.	Amplification	11	0,73%
5.	Explicitation	4	0,27%
	Total	1503	100%

According to the data presented in the table, respondents used 5 different translation techniques through the pre-test. The established equivalent technique was the most frequently used, resulting in 1351 words (89.89%), followed by the literal translation technique, which included 111 words (7.38%). In addition, the pure borrowing technique was used for 26 words (1.72%), the amplification technique for 11 words (0.73%), and the explicitation technique for 4 words (0.27%), which was least frequently used.

a. **Established Equivalent**

Respondent 01

Data 01

ST:	Kami pergi memancing di danau.
TT:	**We**/ **went**/ **fishing**/ in/ **the lake**/
	EE EE EE LT EE

In **data 01**, **respondent 01** presented data relating to translation techniques. The word **"memancing"** in the **ST** column was translated into **"fishing"** in the **TT** column using an established equivalent translation technique. Whenever translating source text, the translator tries to keep its original meaning, style, as well as cultural details to keep the target text's quality. Using established equivalent translation techniques, **"kami"** in the source text is translated into **"we"** in the target language, **"pergi"** in the source text into **"went"**, and **"di danau"** in the source text is translated into **"the lake"**.

b. **Literal Translation**

Respondent 14

Data 02

ST:	Mereka membangun istana pasir di pantai.
TT:	They/ **build**/ **sand castle**/ **in**/ the beach/
	EE LT LT LT EE

   In **data 02**, **respondent 14** presented data relating to translation techniques. The word **"membangun"** in the **ST** column was translated into **"build"** in the **TT** column using a literal translation translation technique. The grammar structure of the source text remained **"word-for-word"** while translating source text, making the meaning in target text appear less natural. The word **"istana pasir"** in source text is translated into target text as **"sand castle"**, and **"di"** becomes **"in"** using the same translation techniques.

c. **Pure Borrowing**

Respondent 26

Data 08

ST:	Mereka sedang bermain badminton di taman.
TT:	They/ are playing/ **badminton**/ at/ the park/
	EE EE **PB** LT EE

   In **data 08**, **respondent 26** presented data relating to translation techniques. The word **"badminton"** in the **ST** column was translated into **"badminton"** in the **TT** column using a pure borrowing translation technique. Translator borrow word from the source text and do not change the word since the meaning appear similar in the target text.

d. **Amplification**

Respondent 18

Data 10

ST:	Dia mengajar bahasa Inggris kepada murid-murid pada hari Senin.
TT:	**Teacher**/ English/ to/ students/ **during**/ **day**/
	Amp EE EE LT **Amp** **Amp**

In **data 10**, **respondent 18** presented data relating to translation techniques. The target text adds more detail **"teacher"**, **"during"**, and **"day"** that extends the meaning of the source text. This adds details that weren't present in the source text.

e. **Explicitation**

Respondent 16

Data 01

ST:	Kami pergi memancing di danau.
TT:	We/ go/ **to**/ fishing/ at/ the lake/
	EE LT **Exp** EE EE EE

In **data 09**, **respondent 01** presented data relating to translation techniques. When translating source text, the explicitation translation technique involves putting additional details **"to"** into the target text **(fishing)**. This is done to make the meaning clear and avoid misunderstanding.

2. **Translation Tests can be Used to Improve the Students Understanding of Basic Grammar by Using CAR Method**

Before implementing the classroom action research, 26 participants were observed studying basic grammar at PGRI University Yogyakarta on Friday, June 2nd, 2023. When the lecturer discussed English basic grammar rules, the researcher documented the learning process findings to further understand the classroom setting before implementing classroom activities.

Analyzing the information provided during the third semester, researcher discovered that many students still needed guidance in understanding basic grammatical rules, particularly prepositions, tenses, single and plural, and passive and active phrases. However, every student has an individual capacity to understand grammar. Researcher then used the observation results in performing classroom action research to improve students' basic grammatical skills using translation tests with the following results:

a. PRE-TEST

A pre-test classroom activity was conducted in the third-semester grammar class at Universitas PGRI Yogyakarta before the researcher conducted classroom action research. The purpose of this pre-test is for the researcher to evaluate students' preliminary basic grammatical skills. The pre-test occurred on Friday, June 2nd, 2023, during the third-semester grammar class at PGRI Yogyakarta University. The pre-test was completed by 26 students.

After conducting the pre-test on the students, the researcher displayed their scores. The table below presents the pre-test results:

Table 5 The Result of Pre-Test

No.	Name	MPG	Pre-Test
1.	DKAP	60	40
2.	SNA	60	33
3.	DNA	60	60
4.	AAS	60	64
5.	FDA	60	44
6.	MS	60	53
7.	YQ	60	44
8.	RDO	60	42
9.	YAP	60	51
10.	AL	60	40
11.	RHP	60	0
12.	ABW	60	53
13.	AFD	60	28
14.	FAL	60	48
15.	WSW	60	44
16.	AAS	60	46
17.	DCG	60	60
18.	SRT	60	31
19.	ST	60	35
20.	MRI	60	55
21.	MRD	60	40
22.	ELSN	60	48
23.	ZL	60	42
24.	ANL	60	46
25.	SNR	60	53
26.	NTH	60	42

TOTAL	1077

Description:

The green colors represents students who have passed the minimum passing grade **(MPG)**.

The light orange colors represent students who have not passed the minimum passing grade **(MPG)**.

According to the data above, the majority of students did not reach the minimum passing grade **(MPG)** of 60. Furthermore, 23 students (88,46%) have not passed the **MPG**, while only 3 (11,54%) students who passed. Considering the greater majority of students who have not met the **MPG**, the researcher intends to implement classroom actions and conduct a second exam in the first cycle, referred to as Post-Test I.

The following are details of the grammatical errors that were made by students during the Pre-Test:

1. **Preposition**

   Respondent 07

   Data 01

ST:	Kucing itu bersembunyi **di bawah** tempat tidur.
TT:	The cat hide **beneath** the bed.

   According to the results of the translation of **Data 01** by **Respondent 07**, there is an error in the preposition **ST "under"**, which is translated into **TT "beneath"**, which means it gives a perception that something is below the surface (the river flows beneath the bridge). **TT "under"** is more appropriate to use in the context of **ST** because it conveys a preposition under something in general and can be used in various situations. **ST** should be translated as **TT "The cat is hiding under the bed."** Using (is hiding) because the **ST** context is Present Continuous Tense.

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Respondent 14

Data 03

ST:	Kucing itu **melompati** pagar.
TT:	The cat **jumped off** the fence.

According to the results of the translation of **Data 03** by **Respondent 14** contained an error in the preposition **ST "melompati"** which was translated into **TT "jumped off"** which indicates movement (of the cat) down to a certain place. The preposition used should have been **TT "jumped over"** because the meaning of **ST** is the cat jumping over the fence. Therefore, **TT** should be **"The cat jumped over the fence."**

2. **Tenses**

Respondent 07

Data 05

ST:	Kami **sedang menonton** TV ketika listrik mati. **(Past Continous)**
TT:	We **are watching** TV when power failure.

According to the results of the translation of **Data 07** by **Respondent 26** contained an error in using the Past Continuous Tense (S + was/were + Verb(ing) + Object), resulting in the incorrect **TT "are (watching)"** because **(are)** is a form of Present Tense, and should be replaced using **(were)**. **TT "the power failure"** sounds more formal, since it is usually used in written contexts, and should be replaced with **TT "the power went out"**, which provides additional information based on the context. Therefore, TT should be **"We were watching TV when the power went out."**

Respondent 20

Data 06

ST:	Keluargaku **akan melakukan** perjalanan ke Paris musim panas ini. **(Future Continous)**

TT:	My family **will** travel to Paris this summer

According to the results of the translation of **Data 06** by **Respondent 20** contained errors in the use of the Future Continuous Tense (Subject + will/ shall + be + Verb(ing) + Object) so there were errors in **(will)** and **(travel)** which are forms of the Future Tense, it should be TT to **"My family will be traveling to Paris this summer."** This indicates how the travel continues.

3. **Singular and Plural**

Respondent 14

Data 07

ST:	**Bunga-bunga** di kebun sedang mekar. **(Plural)**
TT:	**Flower** in the garden are blooming.

According to the results of the translation of **Data 08** by **Respondent 24** contained an error in the use of a Singular noun, which is **"the flowers"** indicating a plural noun, **ST "bunga"** should be translated into **"the flower"** which is the form of a singular noun according to the context. Therefore, **TT** should be **"The flower blooming in spring."**

Respondent 24

Data 08

ST:	**Bunga mekar** di musim semi. **(Singular)**
TT:	**The flowers** blooming in spring.

According to the results of the translation of **Data 08** by **Respondent 24** contained an error in the use of a Singular noun, which is **"the flowers"** indicating a plural noun, **ST "bunga"** should be translated into **"the flower"** which is the form of a singular noun according to the context. Therefore, **TT** should be **"The flower blooming in spring."**

4. Active Voice and Passive Voice

Respondent 01

Data 09

ST:	Toko baru **dibuka** di lingkungan sekitar kami. **(Passive)**
TT:	A new store **has opened** in our neighborhood.

According to the results of the translation of **Data 09** by **Respondent 01** contained an error in the passive voice sentence, which is **"has opened"** the word **(has)** is a form of Present Perfect Tense in Active Voice, it should be translated as **(is opened)** which is a form of Passive Voice. However, **TT** should be **"A new store is opened in our neighborhood."**

The researcher revealed the challenges that students encountered when studying grammar after evaluating and identifying data from observations and pre-tests on third-semester students at Universitas PGRI Yogyakarta. From November 2nd to November 21st, 2023, students in the third semester at Universitas PGRI Yogyakarta conducted classroom action research. The pre-test findings conducted by third-semester students at UPY provided insight into the students' capacity to understand grammar material. Since many students still need to meet the MPG score, conducting post-tests after cycles 1 and 2 is essential to ensure researcher can improve and modify methods of teaching based on student needs. This implementation was completed for each of the 26 students in the class. This study was conducted in two cycles, each of them was completed in one session.

b. CYCLE 1

1. Planning

The researcher designs a plan, regarded as the primary aspect of classroom action research that should be completed during this

phase, according to the findings of observations and pre-tests related to teaching material, material preparation, and instruments.

The first step is making a lesson plan, also known as Rencana Pelaksanaan Pembelejaran (RPP), for the third semester at Universitas PGRI Yogyakarta. This lesson plan contains written tests that must be conducted in class.

Finally, the researcher defines success criteria. The success criteria defined by researcher, identified as minimum passing grade (MPG), is 60%.

2. **Acting**

At this phase, teaching and learning activities in the classroom are carried out by the previously created learning plan. The first cycle's actions were carried out on November 2nd, 2023, at the third-semester grammar class at Universitas PGRI Yogyakarta.

First Meeting

(Thursday, November 2nd 2023 at 9.30 a.m. 11.15 a.m.)

1. Implement the learning approach established in the lesson plan.

2. Provide students with information about the topic, including an understanding of the translation techniques as well as certain grammar related to the translation test provided during the previous pre-test.

3. Evaluate the errors made by third-semester grammar class students at PGRI Yogyakarta University, and discuss the correct answers according to the translation test and relevant content that has been determined.

4. Distribute the second post-test questions for completion at the following meeting.

After conducting the pre-test on the students, the researcher displayed their scores. The table below presents the pre-test results:

Table 6 The Result of Students' Grammar Skill Analyzing Post-Test I

No.	Name	MPG	Post-Test I
1.	DKAP	60	10
2.	SNA	60	40
3.	DNA	60	40
4.	AAS	60	60
5.	FDA	60	50
6.	MS	60	50
7.	YQ	60	30
8.	RDO	60	40
9.	YAP	60	60
10.	AL	60	50
11.	RHP	60	10
12.	ABW	60	60
13.	AFD	60	20
14.	FAL	60	60
15.	WSW	60	0
16.	AAS	60	40
17.	DCG	60	0
18.	SRT	60	40
19.	ST	60	30
20.	MRI	60	40
21.	MRD	60	10
22.	ELSN	60	50
23.	ZL	60	70
24.	ANL	60	60
25.	SNR	60	60
26.	NTH	60	30
TOTAL			480

Description:

The green colors represents students who have passed the minimum passing grade **(MPG)**.

The light orange colors represent students who have not passed the minimum passing grade **(MPG)**.

According to the data above, the majority of students did not reach the minimum passing grade **(MPG)** of 60. Furthermore, 19 (73,08%) students have not completed the **MPG**, while only 7 (26,92%) have. Considering the greater majority of students who have not met the **MPG**, the researcher intends to implement classroom actions and conduct a third exam in the second cycle, referred to as Post-Test II. The following are details of the grammatical errors that were made by students during the Post-Test I:

1. **Preposition**

    Respondent 23

    Data 01

ST:	Dia tiba **di** bandara lebih awal.
TT:	He arrived **in** the airport earlier.

    According to the result of the translation of **Data 01 by Respondent 23** contained an error in the preposition **(in)** and had to be replaced with the preposition **(at)**, which indicated the location of his arrival. The word **(earlier)** is improper since it compares two opposites. instead, use the proper adverb such as **"early".** Therefore, **TT** should be **"He arrived at the airport early."**

    Respondent 02

    Data 02

ST:	Saya suka berenang **di** laut selama musim panas.
TT:	I like swimming **on** the ocean during summer session.

    According to the result of the translation of **Data 02** by **Respondent 02** indicates that the preposition **"on"** should be replaced with **"in"** to accurately represent the action of

swimming in the ocean. Additionally, the word **"like"** expresses a general preference, but the statement **"love to swim"** indicates a stronger liking for the action of swimming. According to **TT**, the correct sentence should be **"I love to swim in the ocean during the summer."**

2. **Tenses**

Respondent 26

Data 03

ST:	Lia **pergi** ke toko untuk membeli susu. **(Simple Past Tense)**
TT:	Lia **goes** to the market to buy milk.

According to the result of the translation of **Data 03** by **Respondent 26** contained an error in applying the Simple Past Tense (S + Verb 2 + complement) for the word **"goes"**, indicating that the Present Tense should be replaced with "went" because the event occurred in the past. **"(Some) milk"** must be added in an undetermined amount. Therefore, **TT** should be **"Lia went to the market to buy some milk."**

Respondent 11

Data 05

ST:	Saya berada di mall kemarin. **(Simple Past Tense)**
TT:	**I'm** at the mall yesterday.

According to the results of the translation of **Data 05** by **Respondent 11** contained an error in the use of the Simple Past Tense (S + to be (was/were) + complement), the word **"(I) am"** is a form of Present Tense and needs to be replaced with **"was"** because (to be) is Past Tense. Therefore, **TT** should be **"I was at the mall yesterday."**

3. **Singular and Plural**

Respondent 07

Data 07

ST:	**Domba** sedang merumput di ladang. **(Singular)**
TT:	**Sheeps** grazing in the field.

According to the results of the translation of **Data 07** by **Respondent 07** contained an error in using the plural word **(sheeps)**, because **(sheep)** is a noun that remains the same and is still used in both singular and plural versions. The verb **(is)** must be presented after the subject **(sheep)** to indicate that they are grazing. Therefore, **TT** should be **"The sheep is grazing in the field."**

Respondent 21

Data 08

ST:	Aku melihat dua **anak** sedang bermain di taman. **(Plural)**
TT:	I see two **child** are playing at the park.

According to the results of the translation of **Data 08** by **Respondent 21** contained an error in the use of the plural term **"two (child)"** since **(child)** is an indication for one **(singular)** child and needs to be replaced with **(children)** and adding **(were)** in the sentence indicate that event took place in the past and represent the plural term. The preposition **(at)** is improper and should be replaced with **(in)**, which refers to the location **(park)**. Therefore, TT should be **"I saw two children were playing in the field."**

4. **Active Voice and Passive Voice**

There were no students struggled with active voice and passive voice questions.

3. Observing

When the material was explained, some students listened carefully while others spoke when it was not their turn to speak. Some students depend on other students' translation tests, but several other students can take translation tests according to the researcher's instructions. However, researcher can overcome this. They were particularly well overall.

a. Students' presence

The class was attended by all of the students. As a result, the percentage of students present was 100%.

b. Students' attention to the lecturer

When compared to the pre-test, students' attention increased when the researcher explained. When the researcher discussed the translation tests they had taken while providing information based on the material they studied in the third semester of grammar class, there were still a few students who communicated with their friends. Some students seemed confused about what they had done. However, after the researcher explained it slowly, they finally comprehended it. The more clearly the researcher explains, the better they understand the instructions that are provided.

c. Students' coorperation

Some students rely on their classmates' translation test outcomes and the material being provided. However, certain students followed the directions and took the translation test. When the researcher presented the material, some students talked a little. This, however, is solvable. In general, the students did well.

d. Students' self-confident

　　During the first cycle, just about ten students always responded to the researcher's questions. The majority of students seemed passive and unwilling to offer their opinions. However, after an additional approach. 20 students were enthusiastic and willing to answer questions, and they went to ask and answer questions while ignoring their grammatical errors.

e. Students' understanding

　　Some students continue becoming confused by the grammatical errors they make in translation tests. Particularly, their understanding of prepositions, tenses, singular plural, and passive and active voice. However, after being explained again using the previously provided material. Students are able to discover what grammar errors they made when taking the translation test.

4. Reflecting

　　After all phases have been finished, the researcher analyzes the results of the test and observation and summarizes the task's implementation. Based on the test results from the first cycle, students did not reach the **MPG** target of 60 points. According to the data that was collected, only 7 of the 26 students were above the **MPG**. It could potentially be determined that third-semester students' grammatical understanding skills are still low, showing errors in each grammatical component. It is crucial to take develop action.

c. CYCLE 2

1. Revised Plan

In this phase, the researcher revised the plan a little in cycle two. In this phase, the researcher tried to modify the learning process to be more active and affective for students' understanding of basic grammar by using a translation test. Next, the researcher prepared post-test II. Post-test II was conducted out to obtain data on students' basic grammatical abilities after being given the action.

2. Acting

At this phase, teaching and learning activities in the classroom are conducted by the previously created learning plan. The second cycle's actions were conducted on November 21st, 2023, at the third-semester grammar class at Universitas PGRI Yogyakarta.

First Meeting

(Thursday, November 21st 2023 at 9.30 a.m. 11.20 a.m.)

1. Implement the learning approach established in the lesson plan.
2. To correct the post-test that has been previously given and discuss the mistakes made by students in translation tests.
3. Evaluating the results of the previous post-test.

After conducting the pre-test on the students, the researcher displayed their scores. The table below presents the pre-test results:

Table 7 The Result of Students' Basic Grammar Skill Analyzing Post-Test II

No.	Name	MPG	Post-Test II
1.	DKAP	60	70
2.	SNA	60	80

3.	DNA	60	70
4.	AAS	60	90
5.	FDA	60	90
6.	MS	60	100
7.	YQ	60	60
8.	RDO	60	60
9.	YAP	60	60
10.	AL	60	90
11.	RHP	60	60
12.	ABW	60	90
13.	AFD	60	60
14.	FAL	60	60
15.	WSW	60	60
16.	AAS	60	60
17.	DCG	60	60
18.	SRT	60	70
19.	ST	60	80
20.	MRI	60	60
21.	MRD	60	100
22.	ELSN	60	100
23.	ZL	60	100
24.	ANL	60	100
25.	SNR	60	80
26.	NTH	60	60
TOTAL			2130

Description:

The dark green colors represents students who get perfect scores and make significant progress

The green colors represents students who have passed the minimum passing grade **(MPG)**.

The light orange colors represent students who have not passed the minimum passing grade **(MPG)**.

According to the data presented, most students who completed post-test II achieved or passed the minimum passing grade **(MGP)**, including 5 students (19,23%) who accomplished a perfect 100. This indicates a significant improvement in their basic grammar skills. The overall learning processes revealed good results, which

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indicates the conclusion that the phase of procedure in cycle 2 helped students improve their understanding of basic grammar. However, some students made errors in translating the test. The following sections represent the grammar errors made by students during the post-test II:

1. **Preposition**

   Respondent 01

   Data 01

ST:	Kami pergi memancing **di** danau.
TT:	We went fishing **in** the lake.

   According to the results of the translation of **Data 01** by **Respondent 01** contained an error in using the preposition **(in)** because the word represents a more particular location for example **"in the water"** and needs to be replaced with the preposition **(at)** to represent a location around the lake. Therefore, the **TT** should be **"We went fishing at the lake."**

   Respondent 26

   Data 02

ST:	Mereka membangun istana pasir **di** pantai.
TT:	They built a sandcastle **at** the beach.

   According to the results of the translation of **Data 26** by **Respondent 02** contained an error in using the preposition **(at)**, which indicates around the beach (less specific), and should be replaced using **(on)**, which identifies a specific spot, especially on the beach sand, and defines the activity. Therefore, **TT** should be **"They built a sandcastle on the beach."**

2. **Tenses**

   Respondent 20

   Data 05

ST:	Dia **sedang belajar** untuk ujian minggu ini. (Present Continous Tense)
TT:	He **is learning** for exam this week.

According to the results of the translation of **Data 20** by **Respondent 05** contained an error in using the Present Continuous Tense **"is learning"** which refers to obtaining new knowledge, which means it is not suitable for the context and should be replaced with **"is studying"** to indicate he (the subject) is performing out learning activities in preparation for the exam. The addition of **"his exam"** is also required for confirming ownership. Therefore, the TT should be **"He's studying for his exam next week."**

Respondent 19

Data 06

ST:	Kita **akan** bertemu di perpustakaan besok. (Simple Future Tense)
TT:	We **will be** meet in the library tomorrow.

According to the results of the translation of **Data 19** by **Respondent 06** contained an error in using the Simple Future Tense, especially the word **"will be"**, which is incorrect because the verb (meet) incorporates the meaning of the future tense, since **"be"** is unnecessary. The preposition **(in)** defining the location of the room is commonly replaced with the preposition **(at)** showing the location of the event (library). Therefore, **TT** should be **"We will meet at the library tomorrow."**

3. **Singular and Pural**

Respondent 16

Data 07

ST:	Mereka telah mengunjungi **banyak negara** di Eropa.
TT:	They **was** visited **many country** in Europe.

According to the results of the translation of **Data 16** by **Respondent 07** contained an error in using the plural word **"country"**, which represents a single word and should be replaced with the plural word **(countries)**, which indicates the number of places. Since the statement is in the Present Perfect Tense, the verb **(was)** must be changed to **"have".** Therefore, **TT** should be **"They have visited many countries in Europe."**

4. **Active Voice and Passive Voice**

There were no students struggled with active voice and passive voice questions.

3. **Observing**

The process of learning and classroom situations have improved in this second cycle than the first. The observations from the field results reveal that the students paid greater attention to the researcher's explanations and liked carrying out the exercises and wrote them down in their books. Students were extremely interested in answering translation tests provided by the researcher, and their seats were allocated based on their lack of understanding of the topics they had learned so that they were able to discuss these.

a. Students' presence

The class was attended by all of the students. As a result, the percentage of students present was 100%.

b. Students' attention to the lecturer

In comparison to the first cycle, students' attention to the researcher has improved. This seems to be shown by the pleasant learning setting and the ability of students to concentrate well while the researcher provides the material to them. Students expressed their excitement by performing well on the translation tests and writing it in their notebooks.

c. Students' coorperation

In comparison to the first cycle, the majority of students felt excited about attempting the translation test. Students complete a translation test employing the translation techniques explained by the researcher in the previous cycle. Students engaged in discussions with other students, who have been allocated seating groups according to their ability to understand grammar based on their scores on the first cycle's translation tests.

d. Students' self-confident

During the second cycle, the majority of students participated in discussing the materials provided by the researcher. Students are also paying attention to the grammatical mistakes they performed in the previous translation tests to avoid repeating these mistakes in the following translation tests.

e. Students' understanding

During the second cycle, students are more mindful when conducting their translation test, recognizing any grammar mistakes that they had on the earlier translation test. The majority of students could avoid grammatical mistakes in their translation tests by using the translation techniques provided by the researcher in the first cycle. Overall, implementing translation tests improved students' comprehension of grammar, including prepositions, tenses, singular and plural, as well as active voice and passive voice.

4. **Reflecting**

After all phases of the second cycle were completed, the researcher analyzed the post-test and observation results and stated the task implementation. According to the findings of the second

cycle, the majority of students experienced an increase in their score, with 25 of the 26 students having an increase and 26 students surpassing the **MGP** target of 60 score points. Depending on the data, just one student's score did not increase or decrease during post-test I and post-test II. This proves that the third-semester students' grammar comprehension skills increased after implementing translation techniques for every grammatical element.

B. Discussion

Students use translation techniques to translate basic grammar tests because correct translation techniques help students understand the language structure used in the source text **(ST)**, as well as the context that the source text **(ST)** wants to convey to the target text **(TT)**. Without affecting the meaning, the message is conveyed more accurately. By employing proper translation techniques when translating source texts **(ST)**, students can practice their language skills such as verbal phrases in source texts **(ST)** and implementation of basic grammar (practice). Employing proper translation techniques can also help to reduce grammatical errors in the context of the source text **(ST)**. The table below presents the translation techniques used by respondents during the translation test:

Table 8 Translation Techniques Used by Respondents during Translation Test

No	Translation Technique	Pre-Test		Post-Test I		Post-Test II	
		Quantity	Percentages	Quantity	Percentages	Quantity	Percentages
1.	Established Equivalent	375	45,34%	1060	74,33%	1351	89,89%
2.	Literal Translation	277	33,49%	323	22,65%	111	7,38%

4.	Pure Borrowing	50	6,04%	25	1,75%	26	1,72%
5.	Modulation	56	6,77%	-	-	-	-
6.	Amplification	10	1,20%	10	0,70%	11	0,73%
7.	Explicitation	38	2,53%	7	0,49%	4	0,27%
8.	Generalization	21	2,53%	-	-	-	-
9.	Neutral Borrowing	-	-	1	0,07%	-	-
	TOTAL	**827**	**100%**	**1426**	**100%**	**1503**	**100%**

The results displayed in the table reveal that respondents used various kinds of translation approaches in the pre-test, with established equivalent literal translation being the most preferred. In early post-test translation test, the use of various techniques reduced significantly, including literal translation technique and pure borrowing technique being used fewer times while established equivalent translation technique were used more.

It continued in the second post-test translation test, with established equivalent translation technique becoming the dominant translation technique used and literal translation technique and pure borrowing translation technique being less used. It indicates that respondents' translating techniques improved over a while with greater confidence in using established equivalent translation technique and more variety of selecting relevant words for translating.

Translation tests can be used to improve students' understanding of basic grammar using the **CAR** method because the first phase consists of class observations and data analysis to identify difficulties students encounter when implementing grammar and verify that the material is suitable for what they require. Following this, to solve students' difficulties with implementing basic grammar, a translation test is carried out to assess students' preliminary comprehension and identify translation errors that interfere with students' basic grammatical skills.

Then students receive treatment, that is by teaching translation techniques that can be employed to properly translate source text **(ST)** into target text **(TT)**, which results in a more accurate message provided. Following

this, two additional tests were conducted, known as post-test I and post-test II, which targeted analyzing improvements to outcomes after treatment and providing feedback for students to identify the mistakes they made and the challenges they encountered when translating. **CAR** is used for accomplishing the target of reaching the required score. The following table presents the results of the translation test scores in the pre-test, post-test I, and post-test II:

Table 9 Translation Test Scores in the Pre-Test, Post-Test I, and Post-Test II

No.	Name	MPG	Cycle 1			Cycle 2		
			Pre-Test	Category	Post-Test I	Category	Post-Test II	Category
1.	DKAP	60	40	NA	10	NA	70	A
2.	SNA	60	33	NA	40	NA	80	A
3.	DNA	60	60	A	40	NA	70	A
4.	AAS	60	64	A	60	A	90	A
5.	FDA	60	44	NA	50	NA	90	A
6.	MS	60	53	NA	50	NA	100	A
7.	YQ	60	44	NA	30	NA	60	A
8.	RDO	60	42	NA	40	NA	60	A
9.	YAP	60	51	NA	60	A	60	A
10.	AL	60	40	NA	50	NA	90	A
11.	RHP	60	0	NA	10	NA	60	A
12.	ABW	60	53	NA	60	A	90	A
13.	AFD	60	28	NA	20	NA	60	A
14.	FAL	60	48	NA	60	A	60	A
15.	WSW	60	44	NA	0	NA	60	A
16.	AAS	60	46	NA	40	NA	60	A
17.	DCG	60	60	A	0	NA	60	A
18.	SRT	60	31	NA	40	NA	70	A
19.	ST	60	35	NA	30	NA	80	A
20.	MRI	60	55	NA	40	NA	60	A
21.	MRD	60	40	NA	10	NA	100	A
22.	ELSN	60	48	NA	50	NA	100	A
23.	ZL	60	42	NA	70	A	100	A
24.	ANL	60	46	NA	60	A	100	A
25.	SNR	60	53	NA	60	A	80	A
26.	NTH	60	42	NA	30	NA	60	A
	TOTAL		1077		480		2130A	

Student Accomplished MPG	3	7	26

Explanation:

Accomplished the Mastery Learning Criteria   : Accomplished (A)

Did Not Achieve the Mastery Learning Criteria   : Not Accomplished (NA)

According to the translation test score table above, the majority of students had good results. Most students completing the translation test in both cycles accomplished or exceeded the minimum passing grade **(MPG)**. More specifically, 3 students met these criteria in the pre-test, 7 met the criteria in post-test I and 26 met the **MPG** criteria in post-test II. This indicates that grammar skills improve through each cycle of translation tests. It is essential to point out that no students failed to accomplish the **MPG** requirements during post-test II. Therefore, the results of these translation tests revealed a significant improvement in their basic grammar skills, as indicated by their test scores.

According to the results of a survey in the form of questionnaires distributed to students after all **CAR** phases were completed, there were a variety of responses to translation tests to improve basic grammar skills. The majority of respondents mentioned that using translation tests to improve basic grammar skills resulted in a deeper understanding of the grammar rules effectively through translation techniques used during the translation process. However, other respondents mentioned difficulties, including confusion about the cultural context in the translation process. However, the majority of respondents agree that using translation tests may assist students in improving their basic grammar skills, despite other learning tools, including textbooks are required.

According to the results of the survey conducted using a questionnaire, approximately 57.7% of respondents had difficulty understanding prepositions in the translation process, approximately 15.4% of respondents had difficulty understanding singular and plural in the translation process, as many as 23.1% of respondents had difficulty understanding tenses used in the translation

process, and the rest experienced difficulties in understanding active and passive voice in the translation. However, respondents found that the difficulties they encountered, such as understanding prepositions, tenses, single and plural, and passive and active voice, were easier to understand through translation tests when correct translation techniques were employed during the translation process.

In summary, the survey questionnaire results reveal that respondents' experiences and perspectives on the use of translation tests to improve basic grammar skills are various, with 23 respondents agreeing and 3 disagreeing that translation tests can improve their basic grammar skills.

CHAPTER V
CONCLUSION AND SUGGESTION

The researcher explains the conclusions and suggestions according to the research findings in this chapter. Chapter IV presents the results and findings of data analysis, while the conclusion responds to the problem statement presented in Chapter I. It is intended that the solutions offered would improve and optimize research while also providing better motivation for students, researcher, study program, and university about the use of translation tests to improve the basic grammar of third-semester students at UPY.

A. Conclusion

1. In this study, an analysis was conducted on the translation techniques used by students when conducting translation tests. The results displayed that student used 7 different translation techniques during the pre-test: established equivalent (45.34%), literal translation (33.49%), modulation (6.77%), pure borrowing (6.04%), explicitation (4.59%), generalization (2.53%), and amplification (1.20%), with established equivalent contributing to 45% of all translation techniques used. Students used 6 different translation techniques in post-test I, including established equivalent (74.33%), literal translation (22.65%), pure borrowing (1.75%), amplification (0.70%), explicitation (0.49%), and neutral borrowing (0.07%), with 74.33% established equivalent being the frequently used from all translation techniques used. Students used 5 different translation techniques in post-test II: established equivalent (89.89%), literal translation (7.38%), pure borrowing (1.72%), amplification (0.73%), and explicitation (0.27%), with 89.89% established equivalent incorporating 100% of the translation techniques used. Therefore, using the established equivalent translation technique in each test may result in more accurate translation results.

2. Based on the outcomes of the data analysis, it can be stated that the translation test can help students improve their understanding of basic grammar. This is proven by the translation test results, which have improved from pre-test to post-test 2. In the pre-test, 3 students (11.54%) reached the MPG, while 23 (88.46%) did not. Then, following post-test 1, 7 students (26.92%) reached the MPG, but 19 students (73.08%) did not. Finally, in post-test 2, 26 students (100%) reached the MPG, while 5 students (19.23%) earned a perfect 100.

B. Suggestion

The researcher provides numerous suggestions based on the conclusions above, which could benefit students, researcher, study programs, and university.

1. For the students

    According to the researcher, students should be more involved in attending grammar classes by continuously practicing to improve their basic grammar skills through the use of translation techniques in real-life situations.

2. For the researcher

    Previous research regarding translation has been limited, prompting researcher to suggest expanding the scope of future research on translation techniques and their impact on language elements such as grammar.

3. For the study program

    The researcher suggests that the study program incorporate translation techniques and grammar into the curriculum by providing proper translation courses. Translation tests are used in this method to comprehensively improve and develop students' grammar skills.

4. For the university

    The researcher suggests that the university provide enough facilities and help students access translation learning materials, such as an extensive

library and online platforms for learning translation techniques and languages.

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APPENDIX

Appendix 1: Thesis Guidance Form

UNIVERSITAS PGRI YOGYAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373198, 373038

FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Elida Kusumawati

NPM : 201447 000 35

Judul Skripsi : USING TRANSLATION TESTS TO IMPROVE THE THIRD - SEMESTER STUDENTS' GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA

Dosen Pembimbing : Dr. Sujatmiko, M. Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	4 / Juni 2023	Konsultasi judul skripsi.	
2	14 / Juni 2023	Konsultasi data penelitian.	
3	10 / Juli 2023	Konsultasi proposal bab 1-3.	
4	25 / Juli 2023	Mengidentifikasi teknik terjemahan data awal	
5	3 / Agustus 2023	Analisa teknik terjemahan.	
6	3 / Januari 2024	Checking proposal untuk sempro.	
7	28 / Januari 2024	Revisi proposal.	
8	18 / Maret 2024	Bimbingan bab 4-5	
9	26 / Maret 2024	Checking cover sampai lampiran	
10	3 / April 2024	Acc Skripsi	

Appendix 2: Research Permission Letter

UNIVERSITAS PGRI YOGYAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL PGRI 1 Sonosewu No 117 Kotak Pos 1123 Yogyakarta -55182 Telp (0274), 376808, 373198, 373038
Fax (0274)376808

Nomor: A. 575/FKIP-UPY/R/IV/2024
Hal : **Ijin Penelitian**

Kepada Yth :
Ketua Prodi Pendidikan Bahasa Inggris
Di Bantul

Dengan hormat,
Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas PGRI Yogyakarta, memohonkan ijin penelitian kepada :

Nama Mahasiswa	:	**Elida Kusumawati**
Nomor Mahasiswa	:	20144700035
Semester/Prodi	:	Genap/Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Alamat	:	Prapak wetan, Sendangmulyo, Minggir, Sleman, Yogyakarta
Judul penelitian	:	"USING TRANSLATION TEST TO IMPROVE THE THIRD-SEMESTER STUDENTS' GRAMMAR UNDERSTANDING AT UNIVERSITAS PGRI YOGYAKARTA"
Waktu Penelitian	:	Juli - November 2023
Tempat Penelitian	:	Prodi Pendidikan Bahasa Inggris

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 02 April 2024
Dekan FKIP

Dr. Esti Setiawati, M.Pd.
NIP. 19650909 199512200 1

Tembusan:
1. Mahasiswa yang bersangkutan
2. Arsip

Appendix 3: RPP

	UNIVERSITAS PGRI YOGYAKARTA **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)** **MATA KULIAH: POST-INTERMEDIATE GRAMMAR**

1. Fakultas/ Program Studi : FKIP/ Pendidikan Bahasa Inggris
2. Mata Kuliah : Grammar
3. Semester : 3
4. Pertemuan ke/ Waktu : 1-2/ 15'
5. Standar Kompetensi : Memahami dan menguasai penggunaan tata bahasa (grammar) dalam Bahasa Inggris secara tepat dan efektif dalam berbagai konteks komunikasi.
6. Kompetensi Dasar : Mengidentifikasi dan menerapkan aturan preposisi, tenses, singular-plural, dan active-passive voice dalam kalimat Bahasa Inggris.
   Menggunakan tata bahasa (grammar) secara tepat dan akurat dalam berbagai bentuk komunikasi lisan dan tulisan.
7. Indikator :
   1. Peserta mampu menggunakan preposisi, tenses, singular-plural, dan active-passive voice dengan tepat.
   2. Peserta mampu mengubah kalimat aktif menjadi pasif dan sebaliknya.
   3. Peserta mampu menggunakan tata bahasa dengan lancar dalam berbagai situasi komunikasi.
   4. Peserta mampu menganalisis dan memperbaiki kesalahan tata bahasa dalam tulisan.
   5. Peserta mampu menyusun berbagai jenis teks dengan menggunakan tata bahasa yang tepat.
8. Kegiatan Perkuliahan :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode	Media	Sumber Bahan/ Referensi
PENDAHULUAN	Apersepsi	2"	Dialog	Laptop, power point, LCD	
PENYAJIAN (INTI)	(1) Penjelasan teknik terjemahan (2) Penggunaan teknik terjemahan yang tepat agar terjemahan menjadi akurat	10"	Ceramah, dialog	Laptop, power point, LCD	
PENUTUP	Penyampaian kesimpulan	3"			
TINDAK LANJUT	Menugaskan mahasiswa untuk mengerjakan tes terjemahan				

9. Evaluasi : mahasiswa menjawab sejumlah pertanyaan yang berhubungan dengan materi yang disajikan.

Yogyakarta, 2 Juli 2023

Peneliti,

Elida Kusumawati

20144700035

Appendix 4: Pre-Test Instrument

Pre-Test Preposition, Tenses, Singular-Plural, Active-Passive Voice

Name :

Terjemahkan kalimat di bawah ini menggunakan bahasa Inggris yang benar!

1. Bsu: kucing itu bersembunyi di bawah tempat tidur.

    Bsa:

2. Bsu: kucing itu melompati pagar.

    Bsa:

3. Bsu: gelas itu ada di dalam lemari.

    Bsa:

4. Bsu: mereka sedang menonton film di bioskop

    Bsa:

5. Bsu: kami sedang menonton TV ketika listrik mati.

    Bsa:

6. Bsu: keluargaku akan melakukan perjalanan ke Paris musim panas ini.

    Bsa:

7. Bsu: bunga-bunga di kebun sedang mekar.

    Bsa:

8. Bsu: bunga mekar di musim semi.

    Bsa:

9. Bsu: toko baru dibuka di lingkungan sekitar kami.

    Bsa:

10. Bsu: ibuku membeli belanjaan di pasar.

    Bsa:

Appendix 5: Post-Test Instrument I

Post-Test I Preposition, Tenses, Singular-Plural, Active-Passive Voice

Name :

Terjemahkan kalimat di bawah ini menggunakan bahasa Inggris yang benar!

1. Bsu: dia tiba di bandara lebih awal.

   Bsa:

2. Bsu: saya suka berenang di laut selama musim panas.

   Bsa:

3. Bsu: Lia pergi ke toko untuk membeli susu.

   Bsa:

4. Bsu: dia sedang belajar untuk ujiannya saat ini.

   Bsa:

5. Bsu: saya berada di mall kemarin.

   Bsa:

6. Bsu: aku melihat kawanan angsa terbang ke Selatan.

   Bsa:

7. Bsu: domba sedang merumput di ladang.

   Bsa:

8. Bsu: aku melihat dua anak sedang bermain di taman.

   Bsa:

9. Bsu: kuis diberikan kepada siswa oleh guru.

   Bsa:

10. Bsu: Melisa membuat kue untuk ulang tahun temanya.

    Bsa:

Appendix 6: Post-Test II

Post-Test II Preposition, Tenses, Singular-Plural, Active-Passive Voice

Name :

Terjemahkan kalimat di bawah ini menggunakan bahasa Inggris yang benar!

1. Bsu: kami pergi memancing di danau.

   Bsa:

2. Bsu: mereka membangun istana pasir di pantai.

   Bsa:

3. Bsu: aku meletakan ponsel ku di atas kursi.

   Bsa:

4. Bsu: saya minum segelas kopi setiap pagi.

   Bsa:

5. Bsu: dia sedang belajar untuk ujian minggu ini.

   Bsa:

6. Bsu: kita akan bertemu di perpustakaan besok.

   Bsa:

7. Bsu: mereka telah mengunjungi banyak negara di Eropa.

   Bsa:

8. Bsu: mereka sedang bermain badminton di taman.

   Bsa:

9. Bsu: bunga-bunga indah ditanam di taman oleh tukang kebun.

   Bsa:

10. Bsu: dia mengajar bahasa inggris kepada murid-murid pada hari Senin.

    Bsa:

Appendix 7: Student Score Results

Translation Test Scores in the Pre-Test, Post-Test I, and Post-Test II

No.	Name	MPG	Cycle 1			Cycle 2		
			Pre-Test	Category	Post-Test I	Category	Post-Test II	Category
1.	DKAP	60	40	NA	10	NA	70	A
2.	SNA	60	33	NA	40	NA	80	A
3.	DNA	60	60	A	40	NA	70	A
4.	AAS	60	64	A	60	A	90	A
5.	FDA	60	44	NA	50	NA	90	A
6.	MS	60	53	NA	50	NA	100	A
7.	YQ	60	44	NA	30	NA	60	A
8.	RDO	60	42	NA	40	NA	60	A
9.	YAP	60	51	NA	60	A	60	A
10.	AL	60	40	NA	50	NA	90	A
11.	RHP	60	0	NA	10	NA	60	A
12.	ABW	60	53	NA	60	A	90	A
13.	AFD	60	28	NA	20	NA	60	A
14.	FAL	60	48	NA	60	A	60	A
15.	WSW	60	44	NA	0	NA	60	A
16.	AAS	60	46	NA	40	NA	60	A
17.	DCG	60	60	A	0	NA	60	A
18.	SRT	60	31	NA	40	NA	70	A
19.	ST	60	35	NA	30	NA	80	A
20.	MRI	60	55	NA	40	NA	60	A
21.	MRD	60	40	NA	10	NA	100	A
22.	ELSN	60	48	NA	50	NA	100	A
23.	ZL	60	42	NA	70	A	100	A
24.	ANL	60	46	NA	60	A	100	A
25.	SNR	60	53	NA	60	A	80	A
26.	NTH	60	42	NA	30	NA	60	A
TOTAL			1077		480		2130A	
Student Accomplished MPG			3		7		26	

Explanation:

Accomplished the Mastery Learning Criteria   : Accomplished (A)

Did Not Achieve the Mastery Learning Criteria   : Not Accomplished (NA)

Appendix 8: Students' Pre-Test Answer Sheet

Appendix 9: Students' Post-Test I Answer Sheet

POST-TEST GRAMMAR

POST-TEST GRAMMAR

Appendix 10: Students' Post-Test II Answer Sheet

POST-TEST GRAMMAR

EC : 5A
PB : 1

1. Bsu : Kami pergi memancing di danau.
   Bsu : We /went/ fishing/ at /the lake/
         EE   EE

2. Bsu : Mereka membangun istana pasir di pantai.
   Bsu : They /are/ building/ a sand castle / on /the beach/
         EE   EE   EE   EE

3. Bsu : Aku meletakan ponsel ku di atas kursi.
   Bsu : I / put /my phone/ on /the chair/
         EE   EE   EE

4. Bsu : Saya minum segelas kopi setiap pagi
   Bsu : I /drink /a cup of /coffe /every /morning/
         EE   EE   EE   EE

5. Bsu : Dia sedang belajar untuk ujian minggu ini.
   Bsu : She /is /studying/ for /her exam/this week.
         EE   EE   EE

6. Bsu : Kita akan bertemu di perpustakaan besok.
   Bsu : We /will / meet /at /the library /tomorrow/
         EE   EE   EE   EE   EE

7. Bsu : Mereka telah mengunjungi banyak negara di Eropa
   Bsu : the/We /visited /many /countries/ in/ europe/
         EE   EE   EE   EE

8. Bsu : Mereka sedang bermain badminton di taman.
   Bsu : They /are /Playing /badminton/ in /the Park./
         EE   EE   EE   PB

9. Bsu : Bunga-bunga indah ditanam di taman oleh tukang kebun.
   Bsu : Beautiful /flowers /were /planted /in /the garden /by / gardener /
         EE   EE   EE   EE   EE   EE

10. Bsu : Dia mengajar bahasa Inggris kepada murid-murid pada hari Senin.
    Bsu : He /teached /english /to/ students/ every /senenbough/
          EE   EE   EE   EE

POST-TEST GRAMMAR

EE : 53
PB : 1

1. Bsu : Kami pergi memancing di danau.
   Bsu : We /went/ to fishing /at /the lake/
         EE   EE   EE

2. Bsu : Mereka membangun istana pasir di pantai.
   Bsu : They /build / the a sand castle / on /the beach/
         EE   EE   a   EE   EE

3. Bsu : Aku meletakan ponsel ku di atas kursi.
   Bsu : I / put /my phone / on /the chair/
         EE   EE   EE   EE

4. Bsu : Saya minum segelas kopi setiap pagi
   Bsu : I /drink /a cup of /koffe /every /morning/
         EE   EE   EE   EE   EE

5. Bsu : Dia sedang belajar untuk ujian minggu ini.
   Bsu : She /studying/ for /the exam /this week/
         EE   EE   EE   EE

6. Bsu : Kita akan bertemu di perpustakaan besok.
   Bsu : We /will /meet /at /the library /tomorrow /
         EE   EE   EE   EE   EE   EE

7. Bsu : Mereka telah mengunjungi banyak negara di Eropa
   Bsu : They /visited / many /countries /in /Europe/
         EE   EE   EE   EE   EE

8. Bsu : Mereka sedang bermain badminton di taman.
   Bsu : They /on playing /badminton /at /the park/
         EE   EE   PB

9. Bsu : Bunga-bunga indah ditanam di taman oleh tukang kebun.
   Bsu : The/ beautiful /flowers /are /planted /in the garden /by/
         the gardener/
                       EE   EE   EE   EE   EE

10. Bsu : Dia mengajar bahasa Inggris kepada murid-murid pada hari Senin.
    Bsu : She /teacher /english /to /students /every /on the Monday/
          EE   EE   EE   EE   EE   EE

Appendix 11: Pre-Test Answer Key and Translation Technique

Pre-Test Preposition, Tenses, Singular-Plural, Active-Passive Voice

1. Bsu: kucing itu bersembunyi di bawah tempat tidur.

   Bsa: the cat/ is hiding/ under/ the bed/

          EE   EE   EE   EE

2. Bsu: kucing itu melompati pagar.

   Bsa: the cat/ jumped over/ the fence/

          EE   EE   EE

3. Bsu: gelas itu ada di dalam lemari.

   Bsa: the glass/ is/ in/ the cupboard/

          EE   EE EE   EE

4. Bsu: mereka sedang menonton film di bioskop

   Bsa: they/ are watching/ a movie/ at/ the cinema/

         EE   EE   EE   EE   EE

5. Bsu: kami sedang menonton TV ketika listrik mati.

   Bsa: we/ were watching/ TV/ when/ the power/ went out/

         EE   EE   PB   EE   Mod   Mod

6. Bsu: keluargaku akan melakukan perjalanan ke Paris musim panas ini.

   Bsa: my family/ will be/ traveling/ to/ Paris/ this summer/

          EE   EE   EE EE PB   EE

7. Bsu: bunga-bunga di kebun sedang mekar.

   Bsa: the flowers/ in/ the garden/ are blooming/

         EE   EE   EE   EE

8. Bsu: bunga mekar di musim semi.

   Bsa: the flower/ blooming/ in spring/

         EE   EE   EE

9. Bsu: toko baru dibuka di lingkungan sekitar kami.

   Bsa: a/ new store/ is opened/ in/ our neighborhood/

       EE   EE   EE   EE   EE

10. Bsu: ibuku membeli belanjaan di pasar.

Bsa: my mother/ bought/ the groceries/ from/ the market/

      EE   EE   EE   EE   EE

Appendix 12: Post-Test I Answer Key and Translation Technique

Post-Test I Preposition, Tenses, Singular-Plural, Active-Passive Voice

1. Bsu: dia tiba di bandara lebih awal.

   Bsa: she/ arrived/ at/ the airport/ early/

         EE EE   EE   EE   EE

2. Bsu: saya suka berenang di laut selama musim panas.

   Bsa: I/ love/ to/ swim/ in/ the ocean/ during/ the summer/

       EE EE EE EE EE   EE   EE   EE

3. Bsu: Lia pergi ke toko untuk membeli susu.

   Bsa: Lia/ went/ to/ the store/ to/ buy/ some milk/

        EE   EE EE   EE   EE EE   EE

4. Bsu: dia sedang belajar untuk ujiannya saat ini.

   Bsa: she/ is studying/ for/ her exam/ right now/

        EE   EE   EE   EE   EE

5. Bsu: saya berada di mall kemarin.

   Bsa: I/ was at/ the mall/ yesterday/

      EE EE   PB   EE

6. Bsu: aku melihat kawanan angsa terbang ke Selatan.

   Bsa: I/ saw/ a flock/ of geese/ flying South/

      EE EE   EE   EE   EE

7. Bsu: domba sedang merumput di ladang.

   Bsa: the sheep/ is grazing/ in/ the field/

          EE   EE   EE   EE

8. Bsu: aku melihat dua anak sedang bermain di taman.

   Bsa: I/ saw/ two/ children/ playing/ in/ the park/

       EE EE EE   EE   EE   EE   EE

9. Bsu: kuis diberikan kepada siswa oleh guru.

   Bsa: a quiz/ was given/ to/ the students/ by/ the teacher/

         EE   EE   EE   EE   EE   EE

10. Bsu: Melisa membuat kue untuk ulang tahun temanya.

Bsa: Melisa/ baked/ a cake/ for/ her friend's/ birthday/

        EE   EE   EE EE   EE   EE

Appendix 13: Post-Test II Answer Key and Translation Technique

Post-Test II Preposition, Tenses, Singular-Plural, Active-Passive Voice

1. Bsu: kami pergi memancing di danau.

   Bsa: we/ went/ fishing/ at/ the lake/

         EE   EE   EE EE   EE

2. Bsu: mereka membangun istana pasir di pantai.

   Bsa: they/ built/ a sandcastle/ on/ the beach/

          EE EE   EE   EE   EE

3. Bsu: aku meletakan ponsel ku di atas kursi.

   Bsa: I/ put/ my phone/ on/ the chair/

        EE EE   EE   EE   EE

4. Bsu: saya minum segelas kopi setiap pagi.

   Bsa: I/ drink/ a cup of/ coffee/ every/ morning/

        EE EE   EE   EE EE   EE

5. Bsu: dia sedang belajar untuk ujian minggu ini.

   Bsa: she/ is studying/ for/ her exams/ the week/

         EE   EE   EE   EE   EE

6. Bsu: kita akan bertemu di perpustakaan besok.

   Bsa: we/ will/ meet/ at/ the library/ tomorrow/

        EE EE EE EE EE   EE

7. Bsu: mereka telah mengunjungi banyak negara di Eropa.

   Bsa: they/ have/ visited/ many/ countries/ in/ Europe/

        EE   EE   EE   EE   EE   EE   EE

8. Bsu: mereka sedang bermain badminton di taman.

   Bsa: they/ are playing/ badminton/ in/ the park/

         EE   EE   PB   EE   EE

9. Bsu: bunga-bunga indah ditanam di taman oleh tukang kebun.

   Bsa: beautiful/ flowers/ were planted/ in/ the garden/ by/ the gardener/

           EE   EE   EE   EE   EE   EE   EE

10. Bsu: dia mengajar bahasa inggris kepada murid-murid pada hari Senin.

   Bsa: she/ teach/ English/ to/ the students/ every/ Monday/

   EE   EE   EE   EE   EE   EE   EE

Appendix 14: Documentation

1. Observation and Pre-Test

Pre-Test on July 2nd, 2023

2. Classroom Action Research (CAR)

Cycle 1

| *Giving material about Translation Technique.* | *Correcting answers.* |

Conducting Post-Test I

Cycle 2

Discussion

Conducting Post-Test II

correcting answer.

3. Interview

Interview with grammar lecturer.