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

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**STUDENTS' RESPONSE TO THE USE OF FOLKLORE
BILINGUAL BOOK ENTITLED "KEONG MAS" IN
LEARNING READING AT SMK N 1 KALASAN SLEMAN**

UNDERGRADUATE THESIS



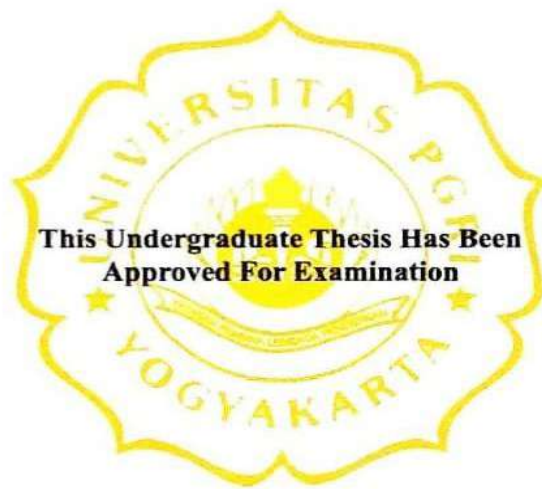
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
PGRI UNIVERSITY OF YOGYAKARTA**

2024

APPROVAL

STUDENTS RESPONSE TO THE USE OF FOLKLORE BILINGUAL BOOK
ENTITLED "KEONG MAS" IN LEARNING READING AT SMK N 1 KALASAN
SLEMAN



Yogyakarta, 1 juli 2024

Supervisor

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Dosen Pembimbing : Dr. Sujatmiko, M.Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	8 Juni 2023	Konsultasi Judul skripsi	
2	19 Juni 2023	Konsultasi Data Penelitian	
3	8 Sept 2023	Konsultasi Proposal Bab 1-3	
4	12 oktober 2023	Konsultasi proposal Bab 1-3	
5	17 November 2023	Acc proposal skripsi	
6	15 Desember 2023	Konsultasi seminar proposal	
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8	18 April 2024	Konsultasi Bab 4 dan Bab 5	
9	26 April 2024	Konsultasi skripsi lengkap	
10	31 Mei 2024	Acc skripsi untuk diusikan	

**STUDENTS' RESPONSE TO THE USE OF FOLKLORE BILINGUAL
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2024

ABSTRACT

Reading is one aspect of the four language skills that students need to understand. By reading regularly and consistently, using various reading sources can help in developing reading skills in English. A large vocabulary can make it easier for students to understand the content of reading. The researcher used a bilingual folklore book entitled *Keong Mas* which aims to: 1) to find out students' responses to the use of bilingual folklore books, and 2) to find out the translation techniques in bilingual folklore books.

This research uses qualitative method, a method in which data collection is done by conducting interviews, observations, questionnaires and documentation. The subjects of this study were 36 students from the tenth grade leather craft department at SMK N 1 Kalasan Sleman. The object of this study is the students response to the use of folklore bilingual book in learning reading on narrative text material in English subjects.

The results of the research conducted showed that students' responses to the use of bilingual folklore books in reading on narrative text material had a positive influence on the respondents. It can help develop language skills through reading. This is evidenced through the results of the respondents' questionnaires, it was found that: a) folklore really helps students in learning to reading, b) students like reading using folklore, c) students are interested in learning reading by using bilingual folklore, d) bilingual folklore is a new learning media for students, e) bilingual folklore encourage students to learn reading, f) bilingual folklore increase the students vocabulary. Furthermore, the techniques used in the translation of the bilingual folktale book entitled "*Keong Mas*" include established equivalence, pure borrowing, explicit, paraphrase, modulation, reduction, addition, generalization, discursive creation and natural borrowing. From the conclusion, it is found that the folklore bilingual book entitled *Keong Mas* can be used in learning reading at SMK N 1 Kalasan and the students response is good.

Keywords: Reading, Narrative text, Folklore, Bilingual book, Translation technique

APPROVAL

**STUDENTS RESPONSE TO THE USE OF FOLKLORE BILINGUAL BOOK
ENTITLED “KEONG MAS” IN LEARNING READING AT SMK N 1 KALASAN
SLEMAN**



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Dean



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STATEMENT OF AUTHENCITY

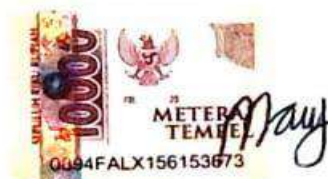
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Entitled "Keong Mas" In Learning Reading At SMK N 1
Kalasan Sleman

I hereby declare that the thesis and the work presented in it are my own, and have been created by me as a result of my own original research. It does not use material that has been written or published by others except as indicated in the citations and references.

Thus, I make this statement truthfully and I am willing to take the risk and accept sanctions if the statement is not true. This statement is made as one of the requirements for taking the thesis examination.

Yogyakarta, 1 July 2024
The Researcher



Mayang Istiqomah

MOTTO AND DEDICATIONS

Motto

Say: *“If the sea were ink to write the words of My Lord, it would indeed be exhausted before the words of My Lord were written, even if We were to add to them.”* (Al-Kahf 109)

The more knowledge you have, the greater your piety (Abu Bakar Ash-Shidiq)

Dedication

This undergraduate thesis, I dedicated to my family who have been patiently given me prayer, love, spiritual and support. So, I can finish my study.

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin, in the name of Allah, the most merciful and the most compassionate. Praise be to Allah, who has given His grace and guidance so that I can complete my undergraduate thesis. The author's salutations and greetings go to the Prophet Muhammad SAW and his companions who have brought his people from the world of foolishness to the world full of knowledge.

This undergraduate thesis is submitted as partially fulfilling the requirements to obtain a bachelor's degree at the Faculty of Teacher Training and Education, PGRI Yogyakarta University. The author would like to express the great thanks and appreciation to:

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8. One of the class tenth grade in leather crafts majoring at SMK N 1 Kalasan Sleman who have contributed to this research
9. Thanks for myself, without that great perseverance and strength, I would never be able to complete this research, thanks also for the inspiration, the smile and the struggle throughout

Although this thesis has been structured in such a way, the researchers still admit that there are still shortcomings in this writing. Therefore, the advice and criticism of the reader is essential to correct this writing in a better way.

The researcher hopes that this thesis will be useful for the writer and reader as well as for educational development.

Yogyakarta, 2024

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Study

Education is an important aspect of human life that develops from time to time with the times. With relevant education, it will be easy to realize the development of the nation as expected. Because education is part of human life that cannot be abandoned. As the times of education are influenced by the increasingly rapid era of globalization, one of which is the development of science and technology, children are far from a good education. Children need education in their learning, what is good and bad for them. Therefore, teachers and parents are required to be the benchmark of goodness and explore things related to education, and try to enrich it so that it is always more interesting and fun for them.

In the National Education System Law Number 20 of 2003 concerning the general provisions of the national education system explains that education is defined as a conscious and planned effort to realize a learning atmosphere and learning process so that children actively develop the potential within themselves to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. a simple and general sense, education is a human effort to be able to grow and develop innate potentials both physically and spiritually in accordance with the values and values and norms that exist in society.

Education in English learning is a language learning that is classified as difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing and also vocabulary in accordance with the rules of English itself, of course much different from the pattern of Indonesian. In English because usually teachers provide more provision in the form of coverage of theory and language knowledge rather than prioritizing language skills both oral and written. The state of English learning in schools does not bring students towards English proficiency (Syahputra, 2014). Language teaching can be successful if there is sufficient knowledge of learning. For this reason, we must find ways to motivate students to learn, including convincing students of the importance of learning English,

authentic materials and varied presentations, and interesting methods, then providing opportunities for students to play an active role in the learning process, and bringing students' learning experiences closer. Using folklore in English language teaching has recently become more popular among language teachers (Mantra, & Kumara, 2018). This is due to the usefulness of folklore in enriching students' language skills and students' culture as English becomes a world language, the intention to teach English more effectively becomes a priority for all language teachers especially in Indonesia, English is the main subject that must be taught in all formal schools.

This occurrence is due to the phenomenon that English is the language of international communication among the world community. As a consequence, English is studied more seriously by many people to get better prospects in the international community (Ragan, 2009).

Folklore is one of the oral traditions owned by Indonesia which has cultural values that are almost forgotten by today's society and is important to learn and preserve, because it can be used to understand the world and express ideas, ideas and values, but also as an important means of understanding the local wisdom of Indonesian culture. The types of stories used vary widely and consist of three categories: folklore, modern fiction and factual stories. Each category has different sources and characteristics. In this way, all three can be given to children in a variety of ways. Folklore are short prose narratives that are spread by word of mouth and have no known author. Folklore are a type of oral literature because they are told by word of mouth. Folktales involve nature and society. Sometimes, people collectively believe that stories can influence their actions.

In learning folklore has been packaged into books both in Indonesian and English. Therefore, students can use it as an activity material for the reading aspect of learning. Reading is not a skill that students can learn instantly, as it requires a consistent practice process. Students need to recognize letters and continue to learn to read to become skilled and fluent in reading. Reading is one of the four language skills that students must master. Proper pronunciation and proper intonation are signs of good reading skills. Proper pronunciation means that the sound of each letter read perfectly can be articulate clearly while intonation shows how high or low the voice is when reading

word by word according to the accompanying punctuation.

According to Tarigan (2015) reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or written language and understand the meaning contained in the written material (Rinawati et al., 2020). Based on the above understanding, it can be understood that reading is an activity of understanding, telling, interpreting the meaning of written symbols by involving vision, reading and memory.

In this case, the researcher examines bilingual folklore books using Indonesian and English languages which will be able to learn in learning reading and then whether bilingual folklore books have been used in teaching language learning in the classroom. Below is the sample of data analysis of translation in a bilingual book “Keong Mas”

ST = Ada acara besar di Kerajaan Daha.

TT = /There would be/a/big event/in/Daha/Kingdom/

EE EE EE EE PB EE

It can be concluded that in the data above, the translator applies two translation techniques, namely established equivalence (EE) and pure borrowing (PB). The data used 5 established equivalents and 1 pure borrowing. The words *ada*, *kerajaan*, *besar*, *di*, and *kerajaan*, in the source text is translated using the established equivalent technique into *there would be*, *a*, *big event*, and *kingdom* in the target text. Meanwhile, the word *daha* in the source text is still translated into the word *daha* in the target text using the pure borrowing technique.

Researcher had conducted the interview with English teacher of tenth grade SMK N 1 Kalasan on July, 23rd 2023. The results of interview as follows: there are several problems in the learning process, the first of which is that during the Covid pandemic students become lazy and bored learning. As a result, when entering the endemic era, students are not all able to follow the lessons. not all of them can follow the lesson students become less motivated to learn and do not concentrate on learning in class and this makes teachers who have to be more active than students. This condition certainly affects the achievement of academic grades and student achievement which is much better through face-to-face learning. much better through face-to-face compared to

Distance Learning or online because student absorption is easier when face-to-face than long-distance. Secondly, when learning English reading, teachers have never used folklore in teaching, teachers usually use textbooks as a guide in learning materials, and the learning media tools used are usually from YouTube.

Therefore, researcher is interested in researching and knowing how the learning process and students' response to learning English by using bilingual folklore. The discussion of the problem is compiled in a thesis entitled "STUDENTS' RESPONSE TO THE USE OF FOLKLORE BILINGUAL BOOK ENTITLED *KEONG MAS* IN LEARNING READING AT SMK N 1 KALASAN SLEMAN".

B. Research Formula

1. What are the students 'response to the use of folklore bilingual book entitled "Keong Mas" in learning reading at SMK N 1 Kalasan?
2. What are the translation techniques used in the folklore bilingual book entitled "Keong Mas"?

C. Research Objectives

1. To describe the students' response to the use of folklore bilingual book entitled "Keong Mas" in learning reading at SMK N 1 Kalasan.
2. To describe the translation techniques used in the folklore bilingual book entitled "Keong Mas".

D. Research Benefit

1. For Teacher

The benefits for teachers include references and media for learning folklore books. This research is expected to help teachers in their fun learning process.

2. For Students

This research is expected to provide benefits to students as reading material through language learning and local content for students, and to understand the cultural values contained in folklore.

3. For Researcher

For researchers, the benefits of this research expand the insight and knowledge of researchers about literary studies on folklore that can be used as a learning medium in the reading aspect and as a reference for further research.

CHAPTER II

THEORETICAL AND LITERATURE REVIEW

A. Theoretical Review

1. Folklore

Gausal (2015) states that folklore is a story that has lived and developed until in society, besides that it is also conveyed by word of mouth and by delivery by someone to another person either through oral or written narration.

Folklore is a story that tells the culture of the people from generation to generation in oral form with the aim of providing moral messages. Barone (2011: 60) states that folklore is part of traditional literature. Folklore is a history that belongs to Indonesia. Usually folklore has a story setting that explains the origin of a place or event of the story. According to Semi in (Gusnetti et al, 2015: 184) folklore is something whose presence has a value between the social relations of fellow living beings. Folklore usually contains things related to regional language, culture, behavior that shows regional values in social life.

Another opinion is also expressed by Rukayah (2018: 3) that folklore is one of the regional wealth that has a role in education, therefore folklore needs to be maintained and preserved as well. The number of folklores that are spread in various regions has not all been recorded properly, even though folklore is a source of traditional wealth that must be told, explored, and preserved because of the local wisdom values contained in the story.

2. Bilingual Book

Basically, bilingual refers to the ability to speak more than one language, while multilingual refers to the ability to speak more than two languages, but both mean the ability to speak more than one or many languages (Hoffman, 1991:10). According to Hoffman (1991), when a bilingual person wants to express his words so that they are easily understood by the listener, the person can use two languages that are mastered by saying words that mean the same thing as what he wants to say.

Meanwhile, bilingual books according to (Hidayati, 2020) state that, one method that can be used as an option for teachers and language skills in children, both early childhood and at the age of basic education. Furthermore, according to (Fitriani and Ifianti, 2021), bilingual folklore books are also one of the media that can be used to develop children's interest in reading. In addition, the content of bilingualism in folklore books helps in learning languages, especially second or foreign languages. Where children can learn languages since the elementary education level so that it becomes a provision of knowledge to enter higher education levels.

From the description above, it can be concluded that bilingual folklore books are learning media in the form of reading books whose contents contain fairy tales or children's stories that are packaged using two languages.

3. Narrative Text

A narrative is a type of text that tells about events that occurred in the past. Logical rules of ideas and sentences in a narrative text in chronological order of time. The narrative has the beginning, middle and end of the paragraph. According to Bushel (2011:10) narrative paragraphs describe events, feelings or experiences in the form of a story with a detailed sequence of events that have occurred. Reading a narrative is actually just putting what happened in the mind. Meanwhile, Hudak (2008:4) argues that narrative paragraphs are groups of sentences that tell an event how it happened and in what order it happened. Although narration usually refers to the telling of a story, the term here is used to describe an experience.

Narrative texts are texts about stories that can be folklore, fable, legends, and others. Narrative texts contain stories that present a sequence of events and actors who are characterized as heroes or cowards. There are several kinds of conflicts, social problems, and this narrative text is used as entertainment for readers. Narratives tell an interesting story that is spoken or written to communicate a story that is used to interpret the meaning contained in the story.

The following are language features in narrative text as follows:

1. The use of simple past tense (added, changed, bumped, called, etc)
2. The use of adverb time (one day, one night, etc)

3. The use of time conjunction (before, after, tomorrow, etc)
4. The use of direct speech (the golden snail adrift in the sea, etc)

Narrative text has its own language structure, which makes narrative text different from other types of text in English. The following language structure is in narrative text as follows:

1. Orientation

The opening paragraph where the character or character in the story is introduced. The orientation is the first part of the narrative text that is placed at the beginning of the story, that is about the opening paragraph where the characters are introduced. The function of orientation is to introduce the listeners or readers about the character with the background of time and story. Part of the orientation is usually written briefly and can answer about who, what, where, and when.

2. Complication

In this part, the problem in the story begins to develop. Complications are the next section after the orientation. This is a part that is always waiting for readers or listeners because in this part there are problems or conflicts in the story so that the narrative text makes the story more interesting to read and not boring. In creating narrative texts, a writer can give one or more problems to this section to make the text more interesting. Usually the perversion that appears on the complication part involves the main actor when the problem in this story develops.

3. Resolution

This is the part where the problems in the story are resolved. The resolution is the next part after the complications. In this part of the resolution, the problems in the previous part are solved with various solutions. Solutions to solve problems are not always good and happy, sometimes there are bad or sad solutions. In addition, there is also a problem-solving solution that is not completed until the end of the story hangs, making readers more curious about the story. This aims to maintain the readers interest in the story. In narrative text, every problem

that arises will definitely have a solution, it can be closed with a happy or sad story in the story.

4. Re-orientation

The reorientation is the final part of the narrative text and is usually at the end of the story or placed in the last paragraph. Reorientation is a part that can be written or not, which means that a writer who wants to make a narrative text can either list a sentence at the end of a paragraph or not. This section usually contains messages that can be useful to readers related to the story. Such messages can be moral messages or good teachings from the author.

4. Reading Skill

Reading learning has a complex meaning, which can involve a series of other smaller skills. Reading skills are one part of the four aspects of language skills, namely listening skills, speaking skills, reading skills, and writing skills that must be mastered by students. Sundari and Damayanti (2017) argue that reading skills are a skill that mechanically and technically has the aim of providing instructions to students on how to convert written words and a sentence into language sounds.

Reading skills are skills that focus on the purpose of reading words and sentences. Aspects of reading, such as accuracy of pronunciation, intonation, fluency, voice clarity and the ability to read in full. According to Sri Pratiwi (2009) reading skills are basic skills for students that must be mastered in order to participate in the activities of the education and learning process, especially reading skills. Reading must have a purpose because someone who reads intentionally understands more than someone who does not have a purpose from reading at all.

According to the above opinion, it can be concluded that reading skills are a person's ability to interpret writing both words and sentences into the sound of a language. Reading skills are an ability for someone to be able to read a reading correctly and correctly, and can get the message contained in a reading.

5. Translation

Brislin argues that translation is a general term for the transfer of an idea, either written or spoken, from the source language to the target language. Meanwhile, Newmark defines translation as a job that consists of replacing a written message or statement in a source language into the target language. Thus, translation includes both spoken and written language.

Nida and Taber (1982:12) state that, the process of translating is a process of reproducing a target language that is likely to be as natural as the source language, both in terms of meaning and style. According to Catford (1965:20) translation is an activity of transferring a text that has similarities between the source language and the target language, where the important thing in this activity is similarity. Munday (2008:5) states that translation is a change of written text using verbal language in the source language into written text using the target language.

Mastery of translation theory plays an important role in translation skills, as it will determine the quality of translation. Although translation theory is not a solution provider for problems arising in translation activities, it is a general guideline for translators in making decisions when performing their duties. Hence, the skill and incidence of applying translation theory. Understanding the general concept of translation theory is important and beneficial for the translator (Nababan, 2003:16).

From the above definitions of translation, it can be said that translation is the transfer of meaning from the source language to the target language, in accordance with the ideas contained in the source language text ideas contained in the source language text. It is then changed or translated into the target language.

6. Translation Techniques

Translation is done by using several techniques, which are generally used by translators to translate a text. The are eighteen translation techniques proposed by Molina and Albir (2002) are as follows:

1. Adaptation Technique

Adaptation is a technique by replacing cultural elements of the source language (SL) with familiar cultural elements in the target language (TL). This can

be done because cultural elements in the source language are not found in the target language, or with cultural elements in the source language and can be accepted or digested easily for readers of the target language.

Example:

ST = Pada hari Senin pukul *11.30*

TT = On Monday at *half past eleven*

2. Amplification Technique

Amplification is a technique that introduces or adds more detailed information about something that is not in the source language (SL) or explicit paraphrasing.

Example:

ST = The month of fasting for Muslims

TT = *Ramadan*

3. Borrowing Technique

Borrowing is the technique of taking a word or expression from the source language (SL). There are two types of borrowing techniques.

a. Pure Borrowing

which is borrowing that does not change anything from the source language.

Example:

ST = Dia adalah *Dewi Galuh*, kakak *Candra Kirana*

TT = It was *Dewi Galuh*, *Candra Kirana's* elder sister

b. Naturalized Borrowing

Borrowing techniques that are adapted to the spelling of the target language (TL).

Example:

ST = Siapa lagi jika bukan si burung gagak yang mengganggu? “*Hei*, kalian salah... Desa Dadapan bukan ke arah sini.

TT = Who else would bother them but the crow? “*Hey*, you took the wrong way... Dadapan is this way

4. Calque Technique

Calque is a technique of literally translating a word or phrase from the source language to the target language both lexically and structurally. This technique is almost similar to borrowing, but the difference is that the translator uses calque to bring the atmosphere from the source language (SL) to the target language (TL). If borrowing is used when the target language has no equivalent word, then calque is used when the word still has an equivalent meaning but the translator tries to maintain the importance in terms of bringing the atmosphere from the source language to the target language atmosphere.

Example:

ST = Dia adalah *asisten manajer* yang baru di perusahaan

TT = He is the new *assistant manager* at the company

5. Compensation Technique

Compensation is a translation technique that introduces information elements or stylistic effects of the source language (SL) into the target language (TL). This technique can be done by conveying the message in another part of the translation. This is done due to stylistic influences in the source language that cannot be applied to the target language.

Example:

ST = Sekelompok burung terbang menuju utara

TT = *A flock of bird flies to the north*

6. Description Technique

Description is a translation technique in which a term or expression is replaced by a description or by being described in more detail in terms of form and function.

Example:

ST = Gado-gado

TT = *An Indonesian traditional cuisine of vegetables and special local ingredients*

7. Discursive Creation Technique

Discursive creation is a translation technique to present a temporary equivalent that is unexpected or out of context. It means that this technique displays an unexpected and unthinkable equivalence or also called as out of or different from the existing context. This translation technique is usually used by translators to translate book titles or movie titles.

Example:

ST = *Hmm... kamu benar-benar menjengkelkan,* Kakek mengeluarkan sesuatu dari balik jubahnya

TT = *“Well, you have become such an annoyance,”* said the old man as he took out something from under his coat

8. Established Equivalent Technique

Established equivalent is a technique for using a term or expression that is common or recognized in the target language dictionary as an equivalent in the source language text. This technique is also known as the conventional translation technique, where the translator uses an expression that is already found in the dictionary or is commonly used in daily life.

Example:

ST = Keong Mas meringkuk kedinginan dalam cangkangnya

TT = *The golden snail felt very cold inside her shell*

9. Generalization Technique

Generalization is a translation technique that uses more general or neutral terms in the target language. This is done because the target language does not have a specific equivalent. This technique is similar to the acceptance technique.

Example:

ST = Keong Mas mengintip *dari balik tempayan*

TT = The golden snail peeped *from the jar*

10. Linguistic Amplification Technique

Linguistic amplification is one of the translation techniques that adds linguistic elements into the target language translation so that the translation is longer. This technique is usually used in language transfer and dubbing.

Example:

ST = Let me take it

TT = *Biarkan aku saja yang mengangkat telepon*

11. Linguistic Compression Technique

Linguistic compression technique is a technique that summarizes the meaning of the source language in order to streamline the translation. This technique is often used for oral or spontaneous translation and subtitling.

Example:

ST = Apakah kamu lapar?

TT = *Hungry?*

12. Literal Translation Technique

Literal translation technique is to transfer an expression word by word by translating the source language (SL) into the target language (TL) directly by gradually adjusting it to the target language.

Example:

ST = Aku akan menelponmu

TT = *I will ring you*

13. Modulation Technique

Modulation is a translation technique that changes the point of view, focus or cognitive category in relation to the source language text in both structural and lexical forms.

Example:

ST = Dalam perjalanannya, Inu Kertapati bertemu *seorang kakek*

TT = On his way, Inu Kertapati bumped into *an old man*

14. Particularization Technique

This particularization technique is a translation technique that uses more specific or specialized terms. It is the opposite of the generalization technique. Particularization translation technique tries to translate one term by finding its more specific or specialized equivalent.

Example:

ST = Step out of the *vehicle*

TT = Keluarlah dari *mobil*

15. Reduction Technique

The amplification method is the opposite of reduction. This technique compresses the source language (SL) information into the target language (TL), almost the same as omission, but there are slight differences. Molina and Albir define the omission technique as different or not included in the reduction technique. According to them, reduction deals with the implication of the source language message in the target language, while omission is the removal of the message in the target language (TL). Therefore, these two techniques should be distinguished because of the context. In other words, information that is clearly found in the source language text is indirectly found in the intended language text.

Example:

ST = *Sekarang*. Keong Mas hidup terombang-ambing di lautan

TT = The golden snail adrift in the sea

(*Red*)

16. Substitution Technique

The substitution technique is one of the translation techniques that replaces a linguistic element with a paralinguistic element such as intonation or pitch of voice or gesture.

Example:

ST = A nodding head (Hindi)

TT = No (English)

17. Transposition Technique

This translation technique is a technique that replaces grammatical categories in the source language into the target language, for example replacing a word into a phrase which can usually be caused by a difference between the grammar of the source language and the grammar of the target language.

Example:

ST = Saya tidak dapat mengendalikan situasi ini

TT = *I have no control over this situation*

18. Variation Technique

Variation is a technique for changing the linguistic or paralinguistic elements that affect linguistic variation, changes in textual tones, language styles, social dialects, and also geographical dialects. This technique can be found in the translation of plays or children's stories. An example, this variation translation technique is introducing or changing a dialectical indicator of the characters or plays in a story when one translates a novel into a play for children. drama for children.

Example:

ST = He *bleeds out* these rabbit

TT = Dia *membunuh* kelinci itu

B. Literature Review

a. Previous Studies

Research on learning using folklore to introduce students to folklore that develops in society which can be used as science and student insight has been done a lot. Here are some differences in previous research in terms of the object of research.

The first, is the research of Reza Anis Maulidya (2019) from the Faculty of Adab and Humanities at Syarif Hidayatullah State Islamic University Jakarta whose research topic is entitled “*Translation Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih*”. This research both uses books as the main source and is descriptive qualitative, which discusses the application of the bilingual system.

This study aims to determine the acceptability of the assessment of the quality of the translation in the bilingual children's storybook on the story of Bawang Merah and Bawang Putih to find out the understanding of the target readers by analysing their responses from the survey results. Data obtained through questionnaires related to responses to the use of storybooks. From the results of this study, it is found that in the previous chapters, information has been written about data and theories of translation quality, a children's bilingual storybook entitled the story of Bawang Merah and Bawang Putih published in 2018 by the publisher Cikal Aksara, from the author Fajriatun Nurhidayati and translated by Fitri Nurul Aulia. Then the data is analysed and synthesized through translation criteria. From the results of the survey of students, it was compiled and tabulated to make it easier to read. After knowing the responses of various children, they were asked to underline the difficult words in the sentences that they did not like.

In conclusion, the similarity research between Reza Anis Maulidya (2019) and this research is that they both use descriptive qualitative methods because they both use folklore books as learning media and use them as aspects in language skills, namely reading aspects, the research subjects are students. However, there are differences between these two studies, namely using an acceptability assessment and then analyzing it, then the research subject is conducting a survey of ten students from ages 9 and 10.

The second, is the research of Ila Susani (2020) from the Teacher Training and Tarbiyah Faculty at State Institute For Islamic Studies (IAIN) Palu whose research topic is entitled "*Improving Reading Comprehension Through Folklore Story at MAN 1 Palu*". This research both uses books as research objects. This research uses experimental methods. Researchers use pretest and post test control group design. This research aims to find out whether this can improve the students English learning achievement especially in reading comprehension through folklore and without folklore as a whole and it is hoped that this research will provide many benefits for English teachers in carrying out comprehension tuitions.

This research will provide many benefits for English teachers in carrying out their duties as teachers in carrying out reading teaching, especially reading comprehension. From the results of the research conducted, the researcher has analysed and presented the data obtained through instrument tests, namely observation and tests in this chapter. The researcher analyzed the data obtained from the experimental class and the control class. The tests (pre-test and post-test) for both sample classes measured students' ability in reading comprehension before and after treatment. The results of each test were compared to measure whether folktales were used and those that were not used.

In conclusion, the similarity research between Ila Susani (2020) and this research is that they both use folklore books as learning media and use them as aspects in language skills, namely reading aspects for students. However, there are differences between these two studies, using experimental methods and conducting reading assessments using pre and post tests.

The third, is the research of Anjas Kesuma and et al (2022) from State Islamic University Maliki Malang, East Java whose research topic is entitled “*Development of Folklore Based Tiered Book Media To Increase The Fourth Grade Elementary Students Raeding Interest*”. This research shows that the results are in the form of folklore-based tiered book media as learning media to increase the reading interest of fourth grade elementary school students. This type of research is Research and Development (R&D). The development model used refers to the research model developed by Borg & Gall. The steps taken are potential and problems, data collection, product design, design validation, design revision, product trial, product revision, and mass production. The research subjects involved fourth grade students of SDN Bangun Karya, East Tanjung Jabung Regency, Jambi Province. This research developed folklore-based leveled books that were adapted to the 2013 curriculum and focused on students' reading interest.

In conclusion, the similarity research between Anjas Kesuma and et al (2022) this research is that they both use folklore as literacy development materials. However, there are differences between these two studies, using Research and Development (R&D) and using leveled storybooks in accordance with the 2013 curriculum.

Based on the previous study above, research on learning folklore has been done and obtained good results. Therefore, this research was conducted as a complement to previous research, this research is expected to further improve the results of students learning achievements in folklore learning and as an insight and it can be seen that, research entitled “STUDENTS RESPONSE TO THE USE OF FOLKLORE BILINGUAL BOOK ENTITLED *KEONG MAS* IN LEARNING READING AT SMK N 1 KALASAN SLEMAN” in learning English reading on Narrative Text material in the classroom has never been done

C. Thinking Framework Chart

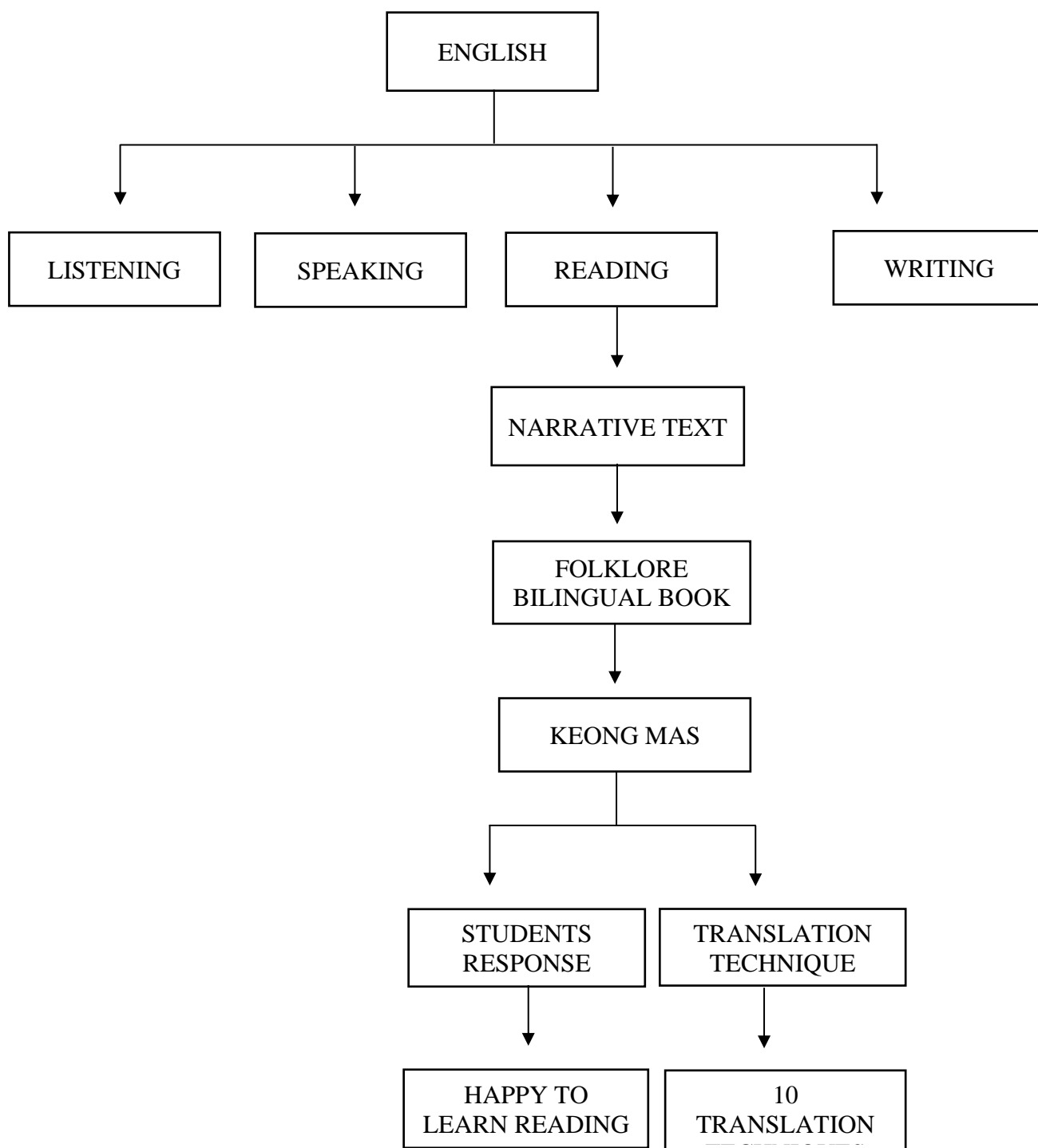


Chart 1. Research framework

In learning English, there are four skills that are learned namely, listening, speaking, reading, and writing. The researcher focused on the reading aspect related to Narrative Text, and the Narrative Text chosen was a bilingual folklore book entitled *Keong Mas*. Furthermore, the students' responses will be studied through a questionnaire given from the researcher and also examine what translation techniques are used in the translation of the bilingual folklore book entitled *Keong Mas*. The students' responses were happy, interested, and helpful in learning English reading, and there were ten translation techniques applied in the translation of the bilingual folklore book entitled *Keong Mas*.

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

1. Qualitative Descriptive

In the undergraduate thesis, researcher used descriptive qualitative methods. That is, this research uses descriptive and qualitative analysis methods. Brumfit and Mitchell (1995:11) stated that, descriptive research aims to provide as much accuracy as possible about the practices that occur, how students learn, how teachers teach and what classroom conditions are like at any given moment. This thesis collects data, analyzes it and draws conclusions based on the data. According to Lambert (2012) qualitative descriptive research is research that has a comprehensive, in everyday summary of a particular event experienced by individuals or groups.

Furthermore, qualitative research according to Creswell (2019) is a way to study and then understand the meaning that individuals and groups attach to social or human situations. Because the results are detailed in depth and then present them in the form of a research report based on existing facts, thus the descriptive qualitative method is a measured, actual and accurate research method.

In conclusion, this research is a descriptive qualitative method. This research is qualitative research because the data is in the form of words and not numbers. The researcher used descriptive method to analyse English learning outcomes using bilingual folklore books.

2. Research Subject

The subjects of this research are tenth grade students in one of the class in the Vocational High School. The total subjects are 36 students.

3. Research Location

This research will be conducted at SMK N 1 Kalasan which is located at Randugunting RT01/RW01, Keparahan, Tamanmartani, Kec. Kalasan, Sleman

Regency, Yogyakarta 55571. Research activities will be carried out in the first semester or odd semester of the 2023/2024 school year.

4. Data and Data Source

1. Data Source

The bilingual folklore book entitled "Keong Mas" from East Java is a series of folklore collections from 34 provinces which became the data source used in this study. This book was compiled by Dian K then translated by Dono Sunardi into English then illustrated by Kabita Studio and published by Buana Ilmu Popular (BIP) in 2020, which contains a series or storyline that is quite familiar to the public. Although the number of pages of this book is 32 pages, it will not make readers bored because it is equipped with attractive illustrations.

2. Data

The data obtained in this study is a bilingual folklore book entitled "Keong Mas" in two languages consisting of Indonesian and English sentences. All sentences in the source text (Indonesian) and sentences in the target text (English) of the bilingual folklore book became the data in this study. Thus, there are a total of 131 sentence data from the translation of the source text.

5. Technique of Data Collection

The next step is to select the data collection techniques that will be used in this research. Data collection technique is a method used by researchers to collect data in research. In this study, researchers used several kinds of techniques in collecting data. These techniques are interview, observation, questionnaire, and documentation.

1. Interview

Data collection through interviews is one of the characteristics of data collection techniques carried out face to face with a participant. Data

collection uses questions and answers from researchers to participants to explore a meaning or information that will explain an event needed to solve a problem or to find a theory construction. Interviews provide a direct and straightforward approach to collecting detailed, comprehensive and important data. According to Barret and Twycross (2018), interviews are most often conducted face to face.

The purpose of using this method is to obtain information or data needed for the purpose of the research. This interview was aimed at the English teacher to find out how the process of learning English activities during class and whether in learning English reading had used bilingual folklore books before.

2. Observation

Observation is also one of the prevalent data collection techniques in qualitative research methods. Observation is an investigation that is carried out systematically and deliberately held using the five senses, especially the eyes, of an event that takes place and can be analyzed at the time it occurs. The main purpose of observation is to describe a situation that occurs. The quality of a study is determined by how far and deep the researcher understands the situation and describes it as naturally as possible (Semiawan, 2010). Meanwhile, according to Zainal Arifin in the book (Kristanto, 2018) observation is a process that is preceded by observation and then systematic, objective, logical, and rational recording of various phenomena in a situation that actually occurs, or artificial situations.

The observation used in this research is using direct observation method in the classroom. The purpose of observation in this study is to find out how activities during teaching and learning in class and to find out whether bilingual folklore books have been applied in reading learning in Narrative Text material.

3. Questionnaire

Arikunto (2010: 194) states that, a questionnaire is a number of written questions used to obtain information from respondents in their personal reports. Meanwhile, according to Azwar (2009: 101) states that, the questionnaire itself is the meaning of another term, a questionnaire is a form of data collection instrument that is flexible and relatively easy to use.

In this study, the questionnaire was conducted at the end of the teaching and learning process in order to find out the results of the answers whether students were interested in learning English reading while using bilingual folklore books on narrative text material.

4. Documentation

According to Louis Gottschalk (1950), documentation in a broader sense means any evidentiary process based on any type of source, be it written, oral, pictorial, or archaeological. Renier, a leading historian from University College London, mentions the term document in three senses, first in a broader sense, which includes sources, both written sources and oral sources, second in a narrow sense, which includes all written sources only, third in a more specific sense, which only includes official papers and state papers, such as treaties, laws, concessions, grants, and so on.

The tool used during documentation is a camera. This documentation activity aims to complement data information to take pictures of the teaching and learning process during class to be used as documentation material.

6. Technique of Data Analysis

Data analysis technique is the process of collecting data systematically to make it easier for researchers to draw conclusions. Conclusions will be easily obtained if the data analysis technique used is correct.

According to Miles and Huberman (1994), analysis is divided into three activities that occur simultaneously: data reduction, data display, and conclusion drawing. The three streams will be discussed below.

1. Data Reduction

It is likely that a research project taken up in a qualitative way will generate more data than the final paper. However, in the process of reduction it is helpful to edit the data, summarize, and make it neat. Therefore, we should do data reduction to make things easier and more manageable. According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Data reduction (writing summaries, coding, tracing themes, creating clusters, making partitions, and writing memos) is part of the analysis. By reducing data, researchers can remove the unnecessary and organize the data so that conclusions can be drawn and verified.

In this case, researchers selected data obtained from observations of the teaching and learning process, interviews with teachers and then questionnaires distributed to students in the class.

2. Data Display

The second step is data display. Display is an arrangement of information that is organized and allows drawing conclusions and taking an action. Miles and Huberman (1994) comprehensively discuss how to display different types of data in an effective way. Basically, there are two types of display graphical and matrix representations. Graphical representation is a visual representation that displays the relationship between parts of a case or variable. Images usually contain words and phrases connected by a single arrow in various configurations. Matrices are tables of text that point to variables.

In this step, it is done by presenting a collection of information that is arranged and allows an analytical conclusion to be drawn, because the data obtained during the qualitative research process is usually in narrative form, so it requires a simplification without reducing the content and as something that might be useful.

3. Conclusion Drawing

The third step of the qualitative data analysis stage is conclusion drawing and verification. Drawing conclusions involves being able to consider the data analyzed and assess its implications for the question at hand. Verification is integrally linked to drawing conclusions, requiring revisiting the data as many times as necessary to re-examine or verify emerging conclusions. According to Miles and Huberman (1994), the meanings that emerge from the data must be tested for plausibility, cohesiveness, confirmability, that is, validity.

In this step, researchers draw conclusions and verify the answers to the research questions carried out and display data by comparing data on observations, interview data, questionnaire data, and documentation data. Thus the researcher gets a conclusion about teaching English reading through bilingual folklore books in the classroom.

7. Validity of Data

The stage of obtaining data validity is something that needs to be done in qualitative research design. Checking the validity of data is important to obtain the validity of the data. Qualitative researchers usually often check data validity using triangulation techniques. There are four triangulation techniques commonly used to check data validity. The four triangulation techniques in question are source triangulation, method triangulation, theory triangulation, and researcher triangulation (Lincoln and Guba and Patton in Santosa, 2017: 57-59).

The triangulation in this research is method triangulation. Triangulation of methods in this research is done by comparing information or data in different ways. As in qualitative research, researchers use interview, observation and survey methods. To obtain reliable information and a complete picture of certain information, researchers use interviews and observations or observations to check the truth.

Method triangulation is a triangulation technique that has to do with the technique of obtaining or collecting data. According to (Sudaryanto in Santosa, 2017: 58) states that, data derived from event data sources, can be obtained by

observation techniques or listening to note-taking techniques and techniques involving chats and depending on the focus of the research.

8. Research Schedule

Table 1: Research Schedule

No	Time	Program	Description
1.	July 2023	Interview	With English teacher
		Observation	In tenth grade
		Consultation to teacher	With English teacher
2.	October 2023	Develop Teaching Module	Narrative text
		Prepare Learning Media	Bilingual book
		Developing Student Worksheets	For student assignment
		Assesment Instruments	Task assesment
		Teaching Practice	In tenth grade

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Students Response To the use of folklore Bilingual

a. Folklore really helps the students in learning reading

Based on the questionnaire that has been distributed to students through the google form platform, data on folklore can help students in learning to reading is obtained, as follows:

Table 2: Students answer result

Respondent	Name	Does the use of folklore helps in learning to reading?
		Answer
1	RAN	Very helpful
3	DAD	Very helpful
14	RJP	Very helpful
16	NN	Very helpful
35	ZDN	Very helpful
2	RPR	Help
4	MRA	Help
5	APN	Help
6	BADA	Help
7	IFZ	Help
8	TA	Help
9	E	Help
10	DBL	Help
11	ICT	Help
12	RM	Help

13	NBF	Help
15	AA	Help
17	AH	Help
20	FAT	Help
21	MSP	Help
22	JKIS	Help
23	AAN	Help
24	RFG	Help
25	ZZZ	Help
26	APH	Help
29	DCP	Help
31	ATP	Help
32	KH	Help
34	MNP	Help
36	HQA	Help
19	ANH	Less helpful
27	DYIS	Less helpful
28	ANA	Less helpful
30	RDS	Less helpful
18	FAT	No idea
33	ACPM	No idea

The table above shows an overview of respondents regarding whether the use of folklore helps in learning to read. It can be seen that, there are 5 answers from the names of respondents are RAN, DAD, RJP, NN and ZDN with a percentage of 13,9% answered very helpful. Then, there were 25 answers from the names of respondents are RPR, MRA, APN, BADA, IFZ, TA, E, DBL, ICT, RM, NBF, AA, AH, FAT, MSP, JKIS, AAN, RFG, ZZZ, APH, DCP, ATP, KH, MNP and HQA with a percentage of 69,4% answered help. While those who answered less helpful there were 4 answers from the names of respondents are ANH, DYIS, ANA and RDS with a percentage of 11.1% answered less helpful. Then followed by 2 answers from the

names of respondents are FAT and ACPM with a percentage of 5.6% answered no idea. Thus, it can be seen that the use of folklore helps students in learning to reading.

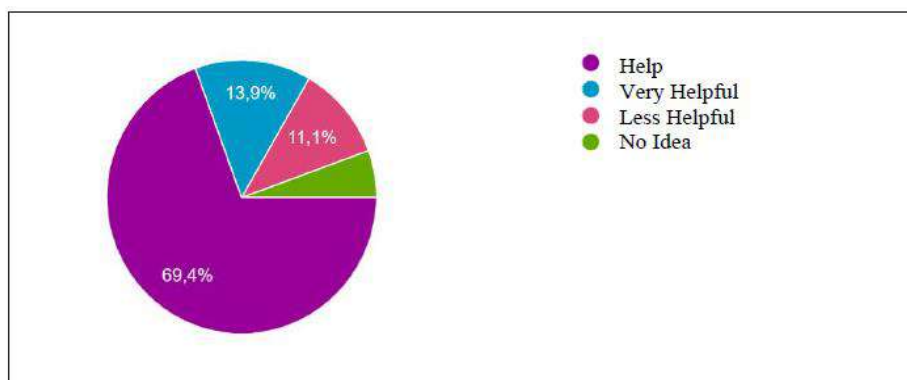


Figure 1. Folklore helps the students learning reading

b. Students like reading by using folklore

Based on the questionnaire that has been distributed to students through the google form platform, data on students like to learning reading using folklore is obtained, as follows:

Table 3: Students answer result

Respondent	Name	Do you like learning reading using folklore?
		Answer
3	DAD	Very like
1	RAN	Like
2	RPR	Like
4	MRA	Like
5	APN	Like
6	BADA	Like
7	IFZ	Like
8	TA	Like

10	DBL	Like
11	ICT	Like
12	RM	Like
14	RJP	Like
15	AA	Like
16	NM	Like
17	AH	Like
19	ANH	Like
20	FZ	Like
21	MSP	Like
22	JKIS	Like
23	AAN	Like
24	RFG	Like
25	ZZZ	Like
26	APH	Like
27	DYIS	Like
29	DCP	Like
31	ATP	Like
32	KH	Like
34	MNP	Like
35	ZDN	Like
9	E	Less like
13	NBF	Less like
18	FAT	Less like
28	ANA	Less like
30	RDS	Less like
33	ACPM	Less like
36	HQA	Less like

The table above shows an overview of students related to whether they like learning reading using folklore. It can be seen that, there are 1 answer from the

respondent's name is DAD with a percentage of 2,8% answered very like. Then. There were 28 answers from the names of respondents are RAN, RPR, MRA, APN, BADA, IFZ, TA, DBL, ICT, RM, RJP, AA, NM, AH, ANH, FZ, MSP, JKIS, AAN, RFG, ZZZ, APH, DYIS, DCP, ATP, KH, MNP and ZDN with a percentage of 77,8% answered like. Then, there were 7 answers from the names of respondents are E, NBF, FAT, ANA, RDS, ACPM and HQA with a percentage of 19,4% answered less like. Thus, it can be seen that students like to learn reading using folklore.

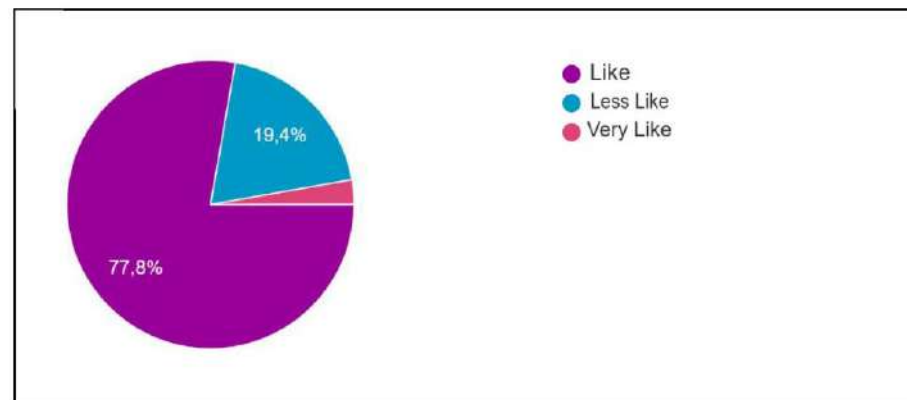


Figure 2. Students like reading by folklore

c. Students are interested in learning reading by using bilingual folklore

Based on the questionnaire that has been distributed to students through the google form platform, data on students interest in folklore in two languages is obtained, as follows:

Table 4: Students answer result

Respondent	Name	Are you interested in folklore in two languages?
		Answer
2	RPR	Very interest
8	TA	Very interest
12	RM	Very interest
15	AA	Very interest

21	MSP	Very interest
10	DBL	Very interest
1	RAN	Interest
3	DAD	Interest
4	MRA	Interest
5	APN	Interest
6	BADA	Interest
7	IFZ	Interest
9	E	Interest
11	ICT	Interest
14	RJP	Interest
16	NM	Interest
17	AH	Interest
19	ANH	Interest
22	JKIS	Interest
23	AAN	Interest
24	RFG	Interest
27	DYIS	Interest
31	ATP	Interest
32	KH	Interest
33	ACPM	Interest
34	MNP	Interest
35	ZDN	Interest
13	NBF	Less interest
18	FAT	Less interest
20	FZ	Less interest
25	ZZZ	Less interest
26	APH	Less interest
28	ANA	Less interest
29	DCP	Less interest

30	RDS	Less interest
36	HQA	Less interest

The table above shows an overview of students related to whether they interested in learning reading using folklore in two languages. There were 6 answers from the names of respondents are RPR, TA, RM, AA, MSP and DBL with a percentage of 16,7% answered very interested. Then, there were 21 answers from the names of respondents are RAN, DAD, MRA, APN, BADA, IFZ, E, ICT, RJP, NM, AH, ANH, JKIS, AAN, RFG, DYIS, ATP, KH, ACPM, MNP and ZDN with a percentage of 58,3% answered interested. Then followed by 9 answers from the names of respondents are NBF, FAT, FZ, ZZZ, APH, ANA, DCP, RDS and HQA with a percentage of 25% answered less interested. Thus, it can be seen that students are interested in folklore in two languages.

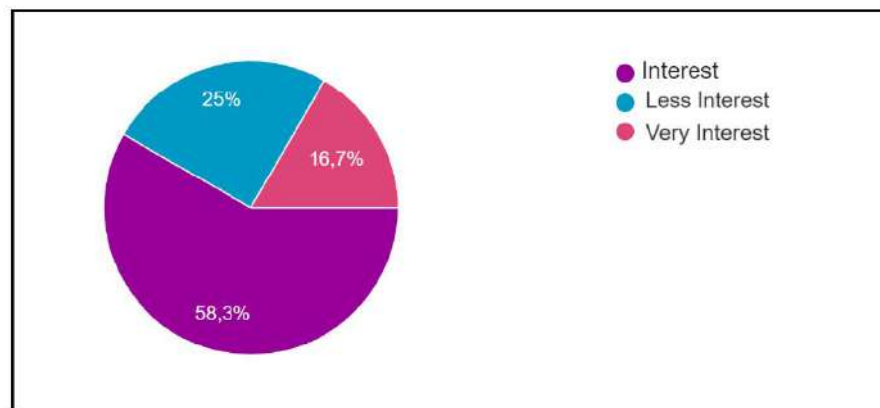


Figure 3. Reading by bilingual folklore is interested for students

d. Bilingual folklore is a new learning media for students

Based on the questionnaire that has been distributed to students through the google form platform, data on folklore in two languages is a new learning media for students is obtained, as follows:

Table 5: Students answer result

Respondent	Name	Is bilingual folklore a new learning media for you?
		Answer
1	RAN	Yes
2	RPR	Yes
3	DAD	Yes
4	MRA	Yes
5	APN	Yes
6	BADA	Yes
7	IFZ	Yes
8	TA	Yes
9	E	Yes
10	DBL	Yes
12	RM	Yes
14	RJP	Yes
15	AA	Yes
16	NM	Yes
17	AH	Yes
19	ANH	Yes
21	MSP	Yes
23	AAN	Yes
24	RFG	Yes
26	APH	Yes
27	DYIS	Yes
29	DCP	Yes
30	RDS	Yes
31	ATP	Yes
32	KH	Yes
35	ZDN	Yes

36	HQA	Yes
11	ICT	No
20	FZ	No
22	JKIS	No
34	MNP	No
13	NBF	Less know
18	FAT	Less know
25	ZZZ	Less know
28	ANA	Less know
33	ACPM	Less know

The table above shows an overview of students related to folklore in two languages as a new learning media. There were 27 answers from the names of respondents are RAN, RPR, DAD, MRA, APN, BADA, IFZ, TA, E, DBL, RM, RJP, AA, NM, AH, ANH, MSP, AAN, RFG, APH, DYIS, DCP, RDS, ATP, KH, ZDN and HQA with a percentage of 75% answered yes. Then, there were 4 answers from the names of respondents are ICT, FZ, JKIS and MNP with a percentage of 11,1% answered no. Then followed by 5 answers from the names of respondents are NBF, FAT, ZZZ, ANA and ACPM with a percentage of 13,9% answered less know. Thus, it can be seen that folklore in two languages is a new learning media for them.

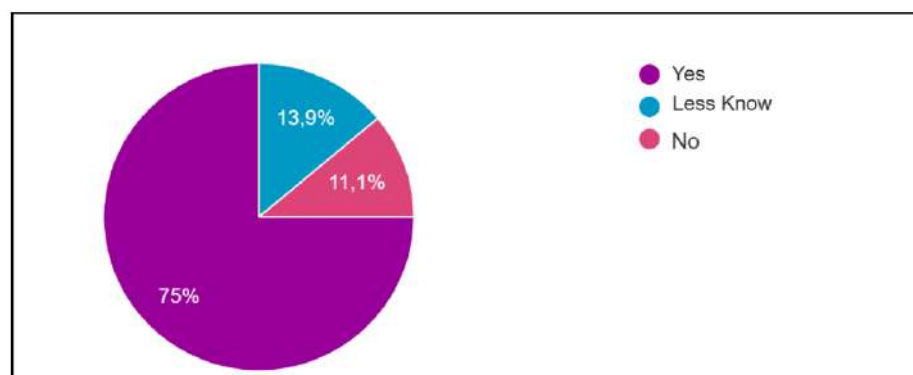


Figure 4. Bilingual folklore is a new learning media

e. Bilingual folklore encourage students to learn reading

Based on the questionnaire that has been distributed to students through the google form platform, data about folklore in two languages can make students encourage about learning reading is obtained, as follows:

Table 6: Students answer result

Respondent	Name	Does using folklore in two languages encourage you to learn reading?
		Answer
1	RAN	Yes
2	RPR	Yes
3	DAD	Yes
4	MRA	Yes
7	IFZ	Yes
9	E	Yes
10	DBL	Yes
14	RJP	Yes
15	AA	Yes
17	AH	Yes
19	ANH	Yes
21	MSP	Yes
23	AAN	Yes
24	RFG	Yes
25	ZZZ	Yes
27	DYIS	Yes
29	DCP	Yes
31	ATP	Yes
34	MNP	Yes
35	ZDN	Yes

36	HQA	Yes
5	APN	Less know
6	BADA	Less know
8	TA	Less know
11	ICT	Less know
12	RM	Less know
13	NBF	Less know
16	NM	Less know
20	FZ	Less know
22	JKIS	Less know
26	APH	Less know
28	ANA	Less know
30	RDS	Less know
32	KH	Less know
18	FAT	No idea
33	ACPM	No idea

The table above shows an overview of students related to folklore in two languages being an encourage for learning reading. There were 21 answers from the names of respondents are RAN, RPR, DAD, MRA, IFZ, E, DBL, RJP, AA, AH, ANH, MSP, AAN, RFG, ZZZ, DYIS, DCP, ATP, MNP, ZDN and HQA with a percentage of 58,3% answered yes. Then, there were 13 answers from the names of respondents are APN, BADA, TA, ICT, RM, NBF, NM, FZ, JKIS, APH, ANA, RDS and KH with a percentage 36,1% answered less know. Then followed by 2 answers from the names of respondents are FAT and ACPM with a percentage of 5,6% answered no idea. Thus, it can be seen that using folklore in two languages encourages them to learning reading.

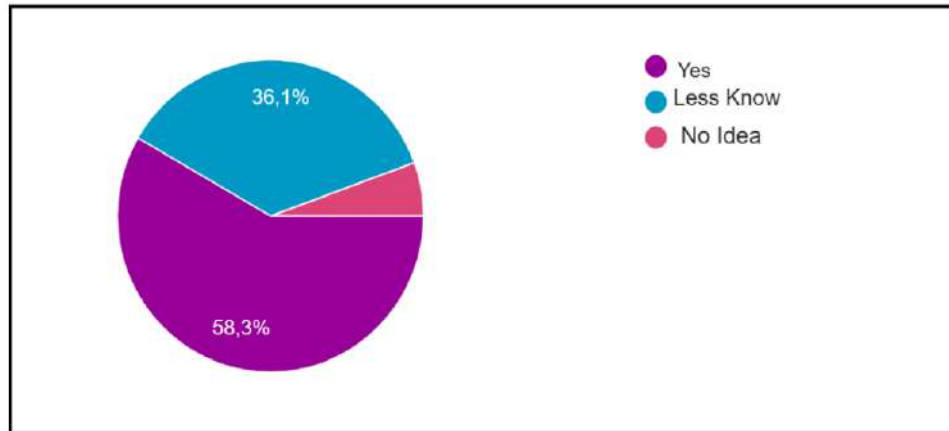


Figure 5. Bilingual folklore makes students encourage to learning reading

f. Bilingual folklore increase the students vocabulary

Based on the questionnaire that has been distributed to students through the google form platform, data on folklore in two languages can increase students vocabulary is obtained, as follows:

Table 7: Students answer result

Respondent	Name	Does bilingual folklore increase your vocabulary?
		Answer
1	RAN	Yes
2	RPR	Yes
3	DAD	Yes
4	MRA	Yes
5	APN	Yes
6	BADA	Yes
7	IFZ	Yes
8	TA	Yes
9	E	Yes
10	DBL	Yes
11	ICT	Yes
14	RJP	Yes
15	AA	Yes

16	NM	Yes
17	AH	Yes
19	ANH	Yes
20	FZ	Yes
22	JKIS	Yes
23	AAN	Yes
24	RFG	Yes
25	ZZZ	Yes
26	APH	Yes
27	DYIS	Yes
29	DCP	Yes
30	RDS	Yes
34	MNP	Yes
35	ZDN	Yes
36	HQA	Yes
12	RM	Less know
13	NBF	Less know
21	MSP	Less know
28	ANA	Less know
31	ATP	Less know
32	KH	Less know
33	ACPM	Less know
18	FAT	No idea

The table above shows an overview of students related to folklore in two languages can increase their vocabulary. There were 28 answers from the names of respondents are RAN, RPR, DAD, MRA, APN, BADA, IFZ, TA, E, DBL, ICT, RJP, AA, NM, AH, ANH, FZ, JKIS, AAN, RFG, ZZZ, APH, DYIS, DCP, RDS, MNP, ZDN and HQA with a percentage of 77,8% answered yes. Then, there were 7 answers from the names of respondents are RM, NBF, MSP, ANA, ATP, KH and ACPM with a percentage of 19,4%

answered less know. Then followed by 1 answer from the respondent's name is FAT with a percentage of 2,8% answered no idea. Thus, it can be seen that folklore in two languages increase vocabulary for them.

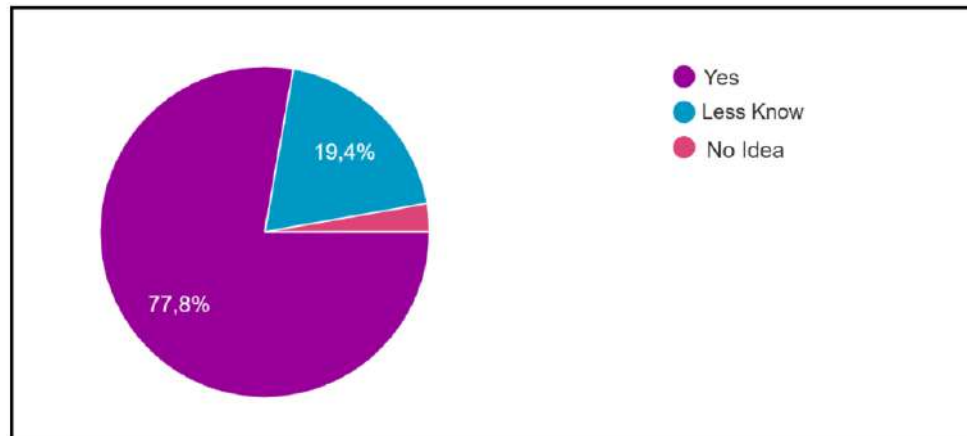


Figure 6. Increase students in vocabulary

2. Data Translation Techniques of Bilingual Folklore Book Entitled “Keong Mas”

Table 8: Translation techniques

No	Type of Technique	Frequency	Percentage
1	Established Equivalent (EE)	457	69,66
2	Pure Borrowing (PB)	82	12,5
3	Explicit	47	7,16
4	Paraphrase	30	4,57
5	Modulation	23	3,50
6	Reduction	7	1,06
7	Addition	4	0,60
8	Generalization	3	0,45
9	Discursive Creation (DC)	2	0,30
10	Naturalized Borrowing (NB)	1	0,15
	Quantity	656	100

The data table of translation techniques above shows that there are ten translation techniques found in the bilingual folklore book entitled “Keong Mas”. Based on the analysis, it is found that the most widely used technique is the established equivalent technique with a

frequency of 457 with a percentage of 69.66%, followed by pure borrowing technique with a frequency of 82 with a percentage of 12.5%, explicit technique with a frequency of 47 with a percentage of 7.16%, paraphrasing technique with a frequency of 30 with a percentage of 4.57%, modulation technique with a frequency of 23 with a percentage of 3.50%, reduction technique with a frequency of 7 with a percentage of 1.06%, addition technique with a frequency of 4 with a percentage of 0.60%, generalization technique with a frequency of 3 with a percentage of 0.45%, discursive creation technique with a frequency of 2 with a percentage of 0.30%, then finally the naturalized borrowing technique with a frequency of 1 with a percentage of 0.15%. Thus, there are 656 frequencies with a total percentage of 100%. The followings are the samples of each translation techniques:

1. Established Equivalent

- a. ST = Apalagi di istana

TT = /More so was/in/the palace/

EE EE EE

Analysis → The words *apalagi*, *di*, and *istana*, in the source text in translated using established equivalent technique into *more so was*, *in*, and *the palace* in the target text

- b. ST = Namun, ada satu orang yang tidak ikut bergembira

TT = /But/there was/someone/who felt unhappy/with all of these/

EE EE EE EE ADD

Analysis →The words *namun*, *ada satu*, *orang*, and *yang tidak ikut gembira*, in the source text is translated using established equivalent technique into *but*, *there was*, *someone*, and *who felt unhappy* in the target text.

- c. ST = Candra Kirana tersedu.

TT = /Candra Kirana/sobbed sadly/

PB EE

Analysis → The words *tersedu* in the source language is translated using the established equivalent technique into *sobbed sadly* in the target text.

- d. ST = Keong Mas meringkuk kedinginan dalam cangkangnya

TT = /The golden snail/felt/very cold inside/her shell/

EE EE EE EE

Analysis → The words *keong mas*, *meringkuk*, *keinginan dalam*, and *cangkangnya* in the source text is translated using the established equivalent technique into *the golden snail*, *felt*, *very cold inside*, and *her shell* in the target text.

- e. ST = Mustahil kita bisa keluar dari sini

TT = /It's impossible/for us/to leave this place."/

EE EE EE

Analysis → The words *mustahil*, *kita*, and *keluar dari sini* in the source text is translated using the established equivalent technique into *it's possible*, *for us*, and *to leave this place* in the target text.

2. Pure Borrowing

- a. ST = Dia adalah Dewi Galuh, kakak Candra Kirana

TT = /It was/Dewi Galuh/Candra Kirana's/elder sister/

EE PB PB EE

Analysis → The words *dewi galuh* and *candra kirana* in the source text is still translated into the words *dewi galuh* and *candra kirana's* in the target text using the pure borrowing technique.

- b. ST = Aku tahu di mana Desa Dadapan

TT = /I/know/where/Dadapan/is/

EE EE EE PB EE

Analysis → The word *dadapan* in the source text is still translated into the words *dadapan* in the target text using the pure borrowing.

c. ST = Kamu harus kembali ke Kerajaan Daha.

TT = /You/must/return to/Daha/Kingdom/

EE EE EE PB EE

Analysis → The word *Daha* in the source text is still translated into the words *Daha* in the target text using the pure borrowing.

d. ST = Usai menjawab... BLAAR

TT = /After answering.../BLAAR/

EE PB

Analysis → The word *...BLAAR* in the source text is still translated into the word *...BLAAR* in the target text using the pure borrowing technique.

e. ST = Selama ini. Inu Kertapati tak pernah lelah mencari Candra Kirana

TT = /This whole time./Inu Kertapati/kept on looking for/Candra Kirana/

EE PB EE PB

Analysis → The words inu kertapati and candra kirana in the source text is still translated into the words inu kertapati and candra kirana in the target text using the pure borrowing.

3. Explicit

a. ST = Dia menemui Candra Kirana yang sedang santai di taman

TT = /She/saw/Candra Kirana/sitting idly/in/the royal garden/

EE EE PB EE EE EKS

Analysis → The word *the royal garden* appearing in the target text to add or explicitly detail implied information that is not present in the source text.

b. ST = Di atas meja, penuh dengan makanan lezat

TT = /Her dinner table/was full/with/great food/

EKS EE EE EE

Analysis → The word *her dinner table* appearing in the target text to add or explicitly detail implied information that is not present in the source text.

c. ST = "Pergi kamu!" teriak Inu Kertapati.

TT = /"Get lost!"/Inu Kertapati/shouted/at it/

P PB EE EKS

Analysis → The word *at it* appearing in the target text to add or explicitly detail implied information that is not present in the source text.

d. ST = Aku akan melakukan sesuatu hihihhi..." kata Nenek Sihir.

TT = /I/will/do/it/for you/Hihihhi..." /said/the witch/

EE EE EE EE EKS PB EE EE

Analysis → The word *for you* appearing in the target text to add or explicitly detail implied information that is not present in the source text.

e. ST = Kamu pulang saja

TT = /Go home/now/

RED EE EKS

Analysis → the word *now* appearing in the target text to add or explicitly detail implied information that is not present in the source text.

4. Paraphrase

a. ST = Suasana sibuk bukan kepalang

TT = /It was busy/with the preparation/

EE P

Analysis → The word *bukan kepalang* in the source text is translated using paraphrase technique into *with the preparation* in the target text it means, paraphrasing technique is a lexical change that makes the target text form longer than the source text, but does not change the meaning at all.

b. ST = Oh, itu hanya masalah kecil

TT = /Oh,/that's a piece of cake/

PB P

Analysis → The word *itu hanya masalah kecil* in the source text is translated using paraphrase technique into *that's a piece of cake* in the target text it means, paraphrasing technique is a lexical change that makes the target text form longer than the source text, but does not change the meaning at all.

c. ST = Desa Dadapan sudah dekat

TT = /Dadapan/is not very far from here/

RED PB P

Analysis → The word *sudah dekat* the in the source text is translated using paraphrase technique into *not very far from here* the target text it means, paraphrasing technique is a lexical change that makes the target text form longer than the source text, but does not change the meaning at all.

d. ST = Yang tadi Nenek selamatkan

TT = /The one you saved."/

P

Analysis → *yang tadi nenek selamatkan* in the source text is translated using paraphrase technique into *the one you saved* in the target text it means, paraphrasing technique is a lexical change that makes the target text form longer than the source text, but does not change the meaning at all.

e. ST = Padahal, saat itu bekalnya tinggal sepotong kue

TT = /Even/when what he had/was no more than/a slice of cake/

EE P EE EE

Analysis → The word *saat itu* the in the source text is translated using paraphrase technique into *was no more than* the target text it means,

paraphrasing technique is a lexical change that makes the target text form longer than the source text, but does not change the meaning at all.

5. Modulation

- a. ST = Seorang nenek nelayan menemukannya dan membawanya pulang

TT = /An old woman/found her/and/took her home/

MOD EE EE EE

Analysis → The word *seorang nenek* from the source text is translated to the modulation technique into *an old woman* in the target text it means, changing the point of view or focus of the translation from the source text.

- b. ST = Dalam perjalanannya, Inu Kertapati bertemu seorang kakek

TT = /On his way,/Inu Kertapati/bumped into/an old man/

EE PB EE MOD

Analysis → The word *seorang kakek* from the source text is translated to the modulation technique into *an old man* in the target language it means, changing the point of view or focus of the translation from the source text.

- c. ST = Aku, Keong Mas. Nek

TT = /"I was/the golden snail,/Ma'am/

EE EE MOD

Analysis → The word *nek* from the source text is translated to the modulation technique into *ma'am* in the target text it means, changing the point of view or focus of the translation from the source text.

- d. ST = “Aku harus segera menjemputnya, Kek!” ujarnya.

TT = /"I/will/go there/now,/Sir!"/he said/

EE EE EE EKS MOD EE

Analysis → The word *kek* from the source text is translated to the modulation technique into *sir* in the target text it means, changing the point of view or focus of the translation from the source text.

- e. ST = Nenek menyambutnya dengan senyum lebar

TT = The old woman/welcomed/him/with/her/broad smile/

MOD EE EKS EE EKS EE

Analysis → The word *nenek* from the source text is translated to the modulation technique into the old woman in the target text it means, changing the point of view or focus of the translation from the source text.

6. Reduction

- a. ST = Kamu pulang saja

TT = Go home/now/

RED EE EKS

Analysis → The word *kamu* include in reduction technique in the source text it means, is not translated in the target language, this is due to the removal of the message in the target text and is not partially translated, but the message is not conveyed in other translations in the target text.

- b. ST = Sekarang. Keong Mas hidup terombang-ambing di lautan

TT = The golden snail/adrift/in/the sea/

RED EE EE EE EE

Analysis → The word *sekarang* include in reduction technique in the source text it means, is not translated in the target language, this is due to the removal of the message in the target text and is not partially translated, but the message is not conveyed in other translations in the target text.

- c. ST = Desa Dadapan sudah dekat

TT = Dadapan/is not very far from here/

RED PB P

Analysis → The word *desa* include in reduction technique in the source text it means, is not translated in the target text, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target text.

d. ST = Di sana, dia mengeluarkan Keong Mas dan menceburkannya ke laut

TT = /She/then/took out/the golden snail/from her pocket/and/throw it/to the sea/

RED EE EKS EE EE EKS EE EE EE

Analysis → The word *disana* include in reduction technique in the source text it means, is not translated in the target language, this is due to the removal of the message in the target text and is not partially translated, but the message is not conveyed in other translations in the target text.

e. ST =Yang penting, adikmu tak akan menikah dengan Inu Kertapati,"katanya lagi.

TT = /Your sister/won't marry/Inu Kertapati."/she added.

RED EE EE PB EE

Analysis → The word yang penting include in reduction technique in the source text it means, is not translated in the target text, this is due to the removal of the message in the target text and is not partially translated, but the message is not conveyed in other translations in the target text.

7. Addition

a. ST = Namun, ada satu orang yang tidak ikut bergembira

TT = /But/there was/someone/who felt unhappy/with all of these/

EE EE EE EE ADD

Analysis → The words *with all of these* appearing in the target text to add details that are not provided in the source text and to help convey information.

- b. ST = Tak terima, Dewi Galuh pun pergi menemui nenek sihir untuk membatalkan pernikahan itu

TT = /Could not make peace with the fact/Dewi Galuh/secretly/met/a/witch/who
 P PB EKS EE ADD EE
would help her/cancel/the wedding/
 EKS EE EE

Analysis → The words *a* appearing in the target text to add details that are not provided in the source text and to help convey information.

- c. ST = Dia iri, mengapa Inu Kertapati melamar adiknya

TT = /She/was jealous/wondering/why/Inu Kertapati/proposed/her sister/instead/
 EE EE ADD EE PB EE EE ADD

Analysis → The words *wondering* and *instead* appearing in the target text to add details that are not provided in the source text and to help convey information. Then, the word *inu kertapati* in the source text is still translated into the word *inu kertapati* in the target text using the pure borrowing technique.

8. Generalization

- a. ST = Setibanya di rumah, nenek itu menyimpan Keong Mas dalam tempayan

TT = /At her home,/the old woman/put/the golden snail/inside of/a water
 P MOD EE EE EE
jar/
 GEN

Analysis → The word *tempayan* from the source text is translated to the generalization technique into *a water jar* in the target text it means, translate a term with a common or neutral term.

- b. ST = Keong Mas mengintip dari balik tempayan

TT = /The golden snail/peeped/from the jar/
 EE EE GEN

Analysis → The word *dari balik tempayan* from the source text is translated to the generalization technique into *from the jar* in the target text it means, translate a term with a common or neutral term.

- c. ST = Keong mas merayap keluar dari tempayan

TT = /The golden snail/crept out/from the jar/
 EE EE GEN

Analysis → the word *dari tempayan* from the source text is translated to the generalization technique into *from the jar* in the target text it means, translate a term with a common or neutral term.

9. Discursive Creation

- a. ST = *Hmm... kamu benar-benar menjengkelkan," Kakek mengeluarkan sesuatu dari balik jubahnya*

TT = "/Well,/you/have become such an annoyance,"/said/the old man/as
 DC EE EE EKS MOD EKS
he/took out/ something/from under his coat/
 P EE EE

Analysis → The word *hmm* in the source text is translated using the discursive creation technique into *well* in the target text it means, use of translation out of context.

- b. ST = *Jika Inu Kertapati memang jodohmu, dia pasti akan menemukanmu, bagaimanapun caranya*

TT = /Should/Inu Kertapati/was meant for you,/he/would/surely/find/you,/
 DC PB EE EE EE EKS EE EE
no matter how/
 EE

10. Naturalized Borrowing

- a. ST = Siapa lagi jika bukan si burung gagak yang mengganggu? "Hei, kalian salah... Desa Dadapan bukan ke arah sini.

TT = /Who else/would bother/them/but/the crow?/"Hey./you took the

EE EE EKS EKS EE **NB**

wrong way.../ Dadapan/is this way/

EE PB EE

Analysis → The word *hei* in the source text is translated using naturalized borrowing technique into *hey* the target language it means, the target text does not have an equivalent word for it, so in the process of translating the word naturalized and then adapted to the spelling of the target text.

f. Discussion

In this section, the researcher wants to present a discussion of the results of data analysis in accordance with the research discussed earlier, namely to find out how students respond to the use of bilingual folklore books in reading learning and find out what translation techniques are used by the author in translating bilingual folklore books. The researcher wants to describe the results of these problems.

Based on the results of the data obtained, researchers obtained responses from students related to the response to the use of bilingual folklore books entitled "*Keong Mas*" in learning reading activities. From the results of the data mentioned, that folklore helps students in learning reading, this is shown through the results of the highest percentage answer of 69.4%, from the folklore students like reading activities through folklore with the highest percentage of 77.8%, students are interested in learning reading using bilingual folklore books with a percentage of 58.3%, bilingual folklore for them is a new media in learning reading with a percentage of 75%, bilingual folklore makes them excited in learning reading in class this is shown in a percentage of 58.3%, and

bilingual folklore helps them in increasing English vocabulary with a percentage of 77.8%.

In the data of translation techniques used, the researcher found several translation techniques used by the author in translating the bilingual folklore book entitled "*Keong Mas*". It was found that there are ten kinds of translation techniques: established equivalent technique with a frequency of 457, pure borrowing technique with a frequency of 82, explicit technique with a frequency of 47, paraphrase technique with a frequency of 30, modulation technique with a frequency of 23, reduction technique with a frequency of 7, addition technique with a frequency of 4, generalization technique with a frequency of 3, discursive creation technique with a frequency of 2, and naturalized borrowing technique with a frequency of 1.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the problem formulation and research results, the following conclusions can be drawn:

1. Students response to the use of bilingual folklore entitled *Keong Mas* is that folklore helps students in learning reading. It can be seen that, out of 26 students around 69.4% answered help, then 4 students around 13.9% answered very helpful, while those who answered less helpful were 5 students around 11.1%, and the other 4 students around 5.6% percentage answered no idea. Students like reading by using folklore. It can be seen that, out of 28 students, around 77.8% answered like, then 7 students around 19.4% answered less like, while those who answered very like were 1 student with a percentage of 2.8%. Students are interested in learning reading by using bilingual folklore. It can be seen that, out of 21 students around 58.3% answered interested, then 9 students around 25% answered less interested, while those who answered very interested were 6 students with a percentage of 16.7%.

Bilingual folklore is a new learning media for students. It can be seen that, out of 27 students, around 75% answered yes, then 5 students around 13.9% answered that they did not know, while those who answered no were 4 students around 11.1%. Thus, it can be seen that folklore in two languages is a new learning media for them. Bilingual folklore encourage students to learn reading. It can be seen that, out of 21 students around 58.3% answered yes, then 13 students around 36.1% answered that they less know, while those who answered no idea were 2 students with a percentage of 5.6%. Thus, it can be seen that using folklore in two languages makes them enthusiastic in learning reading. Bilingual folklore increase the students vocabulary. It can be seen that, out of 28 students, around 77.8% answered yes, then 13 students around 19.4% answered that they less know, while those who answered no idea were 1 student with a percentage of

2.8%. Thus, it can be seen that folklore in two languages increase vocabulary for them.

2. The types of translation techniques used in the bilingual folklore book entitled “*Keong Mas*” is the established equivalent technique with a frequency of 457 with a percentage of 69.66%, followed by pure borrowing technique with a frequency of 82 with a percentage of 12.5%, explicit technique with a frequency of 47 with a percentage of 7.16%, paraphrasing technique with a frequency of 30 with a percentage of 4.57%, modulation technique with a frequency of 23 with a percentage of 3.50%, reduction technique with a frequency of 7 with a percentage of 1.06%, addition technique with a frequency of 4 with a percentage of 0.60%, generalization technique with a frequency of 3 with a percentage of 0.45%, discursive creation technique with a frequency of 2 with a percentage of 0.30%, then finally the naturalized borrowing technique with a frequency of 1 with a percentage of 0.15%. Thus, there are 656 frequencies with a total percentage of 100%.

B. Suggestions

Based on the discussion of the results, the researchers give some suggestions for school, for students, for teacher, and other researchers as follows:

1. For School

Provide better support to teachers, especially English teacher, to be willing to innovate in every learning, such as the application of strategies, methods, or use of media, and give instructions to English teacher about what kinds of media students can accept.

2. For Students

Students should be active and attentive to learning, so that they can understand the material delivered. The reading habits and preferences need to be improved so that the readers are more trained and understandable.

3. For Teacher

Must make effective and enjoyable learning that keeps students active and helps them understand what they are learning.

4. For Other Researcher

The results of this research are expected to be used as a reference to conducting research that deals with similar fields. Thus, this research supports information and research finding.

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A display is an organized, compressed assembly of information that permits conclusion drawing and action. (Miles & Huberman, 1994, p: 11).

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APPENDIX

Appendix 01: 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 : Mayang Istiqomah
 NPM : 20144700042
 Judul Skripsi : Students Response To The Use of Folklore Bilingual Book Entitled "Leong Mas" in Learning Reading at SMK N1 Kaloran Sleman
 Dosen Pembimbing : Dr. Sujat miko, M.Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	8 Juni 2023	Konsultasi Judul Skripsi	
2	19 Juni 2023	Konsultasi Data Penelitian	
3	8 Sept 2023	Konsultasi Proposal Bab 1-3	
4	12 oktober 2023	Konsultasi proposal Bab 1-3	
5	17 November 2023	Acc proposal skripsi	
6	15 Desember 2023	Konsultasi seminar proposal	
7	1 Maret 2024	Konsultasi Bab 4 dan 5	
8	18 April 2024	Konsultasi Bab 4 dan Bab 5	
9	26 April 2024	Konsultasi skripsi lengkap	
10	31 Mei 2024	Acc skripsi untuk diujikan	

Appendix 02: Research Permission Letter



UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl PGRI 1 Sonosewu No 117 Kotak Pos 1123 Yogyakarta 55182 Telp (0274) 376906, 373198, 373038
Fax (0274)376808

Nomor: A. 1273/FKIP-UPY/R/VII/2023

Hal : **Ijin Penelitian**

Kepada Yth :
Kepala SMK N 1 Kalasan
Di Sleman

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

Nama Mahasiswa : **Mayang Istiqomah**
Nomor Mahasiswa : 20144700042
Semester/Prodi : Genap/Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Tamanan RT01/RW01, Tamanmartani, Kec. Kalasan, Kab. Sleman, Yogyakarta 55571
Judul penelitian : "The Translation Analysis Of Folklore Bilingual Book Entitled "Keong Mas" To Improve Students Reading And Speaking Skills"
Waktu Penelitian : Jul-23
Tempat Penelitian : SMK N 1 Kalasan

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.



Yogyakarta, 12 Juli 2023

Dekan FKIP

Esti Setiawati, M.Pd.

NIP. 19650909 199512200 1

Tembusan:

1. Mahasiswa yang bersangkutan
2. Arsip

Appendix 03: Teaching Module

MODUL AJAR

Nama Sekolah	:	SMK N 1 Kalasan
Nama Guru	:	Mayang Istiqomah
Nama Mapel	:	Bahasa Inggris
Fase / Kelas	:	E/X
	:	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, ekposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks
Elemen	:	Menyimak-berbicara, membaca-memirsa
Materi	:	Narrative text
Jumlah JPL/Pertemuan	:	3 pertemuan

INFORMASI UMUM

1.	Kompetensi Awal : Kompetensi awal yang harus dikuasai sebelum pembelajaran (kompetensi prasyarat): Peserta didik telah menguasai Simple Past Tense	4	Moda Pembelajaran : Luring
2.	Profil Pelajar Pancasila : 1. Berkebhinekaan Global 2. Kreatif 3. Mandiri 4. Bernalar Kritis	5	Target Peserta Didik : 1. Peserta didik regular/tipikal 2. Peserta didik dengan hambatan belajar dengan pembimbingan/pendampingan 3. Peserta didik cerdas istimewa berbakat istimewa (CIBI)
3.	Sarana dan Prasarana : PPT, LCD dan Screen, virtual classroom	6	Model Pembelajaran : Cooperative Learning

KOMPONEN INTI

1	Tujuan Pembelajaran : 1. Peserta didik mampu menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang	5	Kegiatan Pembelajaran : a. Pendahuluan <ul style="list-style-type: none">• Memberikan salam, pembuka dan doa• Memeriksa kehadiran peserta
---	--	---	---

<p>lain terkait dengan teks narasi fiksi dan non fiksi.</p> <p>2. Peserta didik mampu merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi terkait dengan teks narasi fiksi dan non fiksi.</p> <p>3. Peserta didik mampu membaca untuk mendapatkan informasi terkait dengan teks narasi fiksi dan non fiksi.</p> <p>4. Peserta didik mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami pesan moral tersirat dalam teks narasi fiksi dan non fiksi.</p>	<p>didik</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik • Menyampaikan kompetensi yang akan dicapai, materi pelajaran yang akan dibahas, dan teknik penilaian yang akan diberikan. <p>a. Inti</p> <p>PERTEMUAN 1</p> <p>1. Memberikan pengertian mengenai apa itu narrative text</p> <p>2. Memahami dan memberikan contoh mengenai Language Features yang ada pada narrative text :</p> <ul style="list-style-type: none"> - Past Tense - Adverb of Time - Time Conjunction - Direct Speech <p>3. Membaca dan memahami teks cerita rakyat bilingual “keong mas”</p> <p>PERTEMUAN 2</p> <p>1. Memahami dan mengetahui Generic Structure yang ada pada narrative text:</p> <ul style="list-style-type: none"> - Orientation - Complication - Resolution - Re-orientation <p>2. Membaca dan memahami teks cerita rakyat bilingual “keong mas”</p> <p>3. Memahami arti kosakata sulit yang ditemukan dalam teks cerita rakyat bilingual “keong mas”</p> <p>4. Membaca dan memahami teks cerita rakyat bilingual “keong mas”</p> <p>PERTEMUAN 3</p> <p>1. Membaca dan memahami teks cerita rakyat bilingual “keong mas”</p> <p>2. Memberikan pengertian mengenai terjemahan dan teknik terjemahan pada teks cerita rakyat bilingual “keong mas”</p> <p>PENUTUP</p> <p>1. Merangkum dan merefleksi kegiatan</p>
---	--

			pembelajaran 2. Memberikan umpan balik dan motivasi 3. Salam dan do'a
2	Pemahaman Bermakna : Narrative Text merupakan sebuah teks atau cerita mengenai serangkaian peristiwa yang saling berhubungan, yang disajikan secara berurutan dari awal ke akhir cerita baik secara lisan atau tulisan, dan/atau dengan gambar (bergerak) yang juga disajikan secara berurutan (kronologis).	6	Asesmen dan Tindak Lanjut : 1. Asesmen Formatif : Penugasan setelah akhir pembelajaran.
3	Pertanyaan Pemantik : 1. What do you know about narrative text? 2. What do you know about keong mas folklore? 3. What can you get by reading/ watching the story?	7	Pengayaan dan Remidi : <ul style="list-style-type: none"> • Pengayaan : Pengembangan potensi peserta didik agar memiliki kompetensi yang lebih optimal. Find a story about folklore, legend or myth and write on your book. • Remidi : Memberikan bantuan dan bimbingan bagi peserta didik yang kurang penugasan ulang dan bimbingan khusus bagi peserta didik yang membutuhkan.
4	Persiapan Pembelajaran : <ul style="list-style-type: none"> - Menyiapkan materi pembelajaran dalam bentuk power point atau buku paket mengenai teks naratif. - Menyiapkan teks naratif. - Menyiapkan lembar kerja peserta didik dan kuisisioner 	8	Refleksi Pengambilan kesimpulan pembelajaran dan Umpan Balik After learning the materials about narrative text, please answer the following to help you reflect what you have learned. 1. Can you retell a story from a narrative text? 2. Do you have any difficulties in retell the story about narrative text? 3. What benefits do you get after learning about narrative text?

LAMPIRAN

1	Lembar Kerja Peserta Didik : Lembar Kerja untuk siswa yang digunakan untuk mempermudah pembelajaran (terlampir)	3	Glosarium : Reading : Membaca Speaking : Berbicara Retell : menceritakan
---	--	---	---

			ulang Folklore : cerita rakyat
2	Bahan Bacaan Guru dan Siswa : <ul style="list-style-type: none"> - mailto:http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php - mailto:https://www.ruangguru.com/blog/struktur-dari-narrative-text 	4	Daftar Pustaka : Handayani, S, dkk. 2022. English for Independent Learning. Yogyakarta: Anugerah Edukasi

Kalasan, 08 Oktober 2023

Mahasiswa,

Mayang Istiqomah
NIM. 20144700042

Appendix 04: Students Worksheet Meeting 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

Meeting 1

Language Features

1. Please identify a language features about past tense on the folklore of keong mas! (min. 5)

Example :

- Killed
- Drunk
- Found

2. Please identify a language features about adverb of time on the folklore of keong mas! (min. 5)

Example :

- Once upon time
- One day

3. Please identify a language features about time conjunction on the folkore of keong mas! (min. 5)

Example :

- When
- Then
- Suddenly

Appendix05: Students Worksheet Result Meeting 1

No. _____
Date _____

Tsahitaku ariya (34) X Kuit.

1. grumbled, wandering, added, charged, found, hoped, Peeped, answered.
 2. one day and one night away, it was then.
 3. After, before, Tomorrow, whole day, L hit whole time.

83

No. _____
Date _____

1. - Added - Returned
 - Changed - Secluded
 - Married - Bumped
 - Hoped - Shared
 - peeped - called

2. a. one day and one night

3. Tomorrow
 whole day
 This whole time

Name: DUF N.A
 No: 03
 X Kuit

83

No. _____
Date _____

1. a. Added f. Returned
 b. Changed G. Secluded
 c. Married h. Bumped
 d. Hoped i. Shared
 e. Peeped j. called

2. a. One day and one night

3. a. Tomorrow
 b. whole day
 c. This whole time

Name: Keen Hermawan
 Kelas: X Kuit.

83

Maida Nuriezka / 23 / X Kuit
 No. _____
 Date _____

TASK

1. a. Added f. Returned
 b. Changed g. Secluded
 c. Married h. Bumped
 d. Hoped i. Shared
 e. peeped j. called

2. a. one day and one night

3. a. Tomorrow
 b. whole day
 c. This whole time

83

No. _____
Date _____

1. a. Added f. Returned
 b. Changed g. Secluded
 c. Married h. Bumped
 d. Hoped i. Shared
 e. Peeped j. called

2. a. One day and one night

3. a. Tomorrow
 b. whole day
 c. This whole time

Name: Maypat Bintary
 X Kuit

83

No. _____
Date _____

1. - grumbled, wandering, added, changed, found, hoped, Peeped, answered

2. this whole time, one day and one night

3. Before, Tomorrow, whole day, This whole time, After

Name: Ririn Dwi Saputri
 Kelas: X kuit
 No = 21

93

No. _____
Date _____

Name: Mita Satrio Putri Alvin
 Kelas: X kuit
 No: 24

1. grumbled, wandering, added, charged, found, hoped, answered, called. Returned, Bumped

2. one day and one night.

3. this whole time
 whole day
 Tomorrow

90

Ron dui P. (30)
 X Kuit
 No. _____
 Date _____

1. - Added
 - Married
 - peeped
 - changed
 - hoped

2. - one day and one night

3. - Tomorrow
 - this whole time
 - whole day

73

Appendix 06: Students Worksheet Meeting 2

Meeting 2

Generic Structure

Please identify the generic structure in the story below!

The Monkey and The Cap Seller

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him.

He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away

....

....

....

....

Appendix 08: Students Response Questionnaire

Student 1

Nama *

Rizky Ardian Nugraha

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Esposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 2

Nama *

Riska Putri Rahmadani

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 3

Nama *

Devy Andra Dewi

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 4

Nama *

Muhamad Reval Alfauzan

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 5

Nama *

Arvita Putri Nabila

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 6

Nama *

Bella Aqhuini Dwi Astuti

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eksposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 7

Nama *

ISNAN FUAD ZULVIAN

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakvat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 8

Nama *

Tsalitsatul Auliya

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 9

Nama *

Elisa

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 10

Nama *

Diana Bunga Lestari

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 11

Nama *

irma cahyaning tyas

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 12

Nama *

rencia maia

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 13

Nama *

Naufal Bintang Fauraihan

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 14

Nama *

Rian Jull Prasetya

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Esposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 15

Nama *

Ariska Akbar

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 16

Nama *

nadjwa malihah

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 17

Nama *

Arlita Hidayati

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 18

Nama *

Franki anggres tio

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eksposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 19

Nama *

andra nita hapsari

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskeposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 20

Nama *

Fatimatus Zahro

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 21

Nama *

MITA SAFIRA PUTRI ALIVIA

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Corita Rakvat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 22

Nama *

Jihan Kirana Ika Saputri

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 23

Nama *

Allka avriana natasya

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 24

Nama *

Rahmat Fajar Gunawan

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 25

Nama *

zaskia zenita zulkarnain

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 26

Nama *

Alicia Putri Hasa

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Esposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 27

Nama *

Devita yuki Indah sari

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 28

Nama *

ALIF NUR ALIM

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 29

Nama *

Dania carisa putri

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 30

Nama *

Ririn Dewi Saputri

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 31

Nama *

Akbar tata pradana

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Esposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 32

Nama *

Kevin Hermawan

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 33

Nama *

Aprilia Cinta Puri Mevia

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Eskposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 34

Nama *

Meida Nuriezka Pratiwi

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
 Teks Eskposisi
 Teks Prosedur
 Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
 Membantu
 Kurang Membantu
 Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
 Suka
 Kurang Suka
 Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
 Tertarik
 Kurang Tertarik
 Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
 Tahu
 Kurang Tahu
 Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
 Tidak
 Kurang Tahu
 Tidak Tahu

Student 35

Nama *

Zahra Devi Novitasari

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Esposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Student 36

Nama *

Himda Qurrota Ayun

1. Apakah kamu suka belajar Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

2. Apakah kamu suka membaca teks Bahasa Inggris? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

3. Jenis teks apa yang biasa dipelajari dalam pembelajaran reading dengan guru Bahasa Inggris? *

- Teks Announcement
- Teks Esposisi
- Teks Prosedur
- Cerita Rakyat

4. Apakah penggunaan cerita rakyat membantu dalam belajar reading? *

- Sangat Membantu
- Membantu
- Kurang Membantu
- Tidak Tahu

5. Apakah kamu suka belajar reading menggunakan cerita rakyat? *

- Sangat Suka
- Suka
- Kurang Suka
- Tidak Suka

6. Apakah kamu tertarik dengan cerita rakyat dalam 2 bahasa? *

- Sangat Tertarik
- Tertarik
- Kurang Tertarik
- Tidak Tertarik

7. Apakah kamu mengetahui tentang teknik penerjemahan sebelumnya? *

- Sangat Tahu
- Tahu
- Kurang Tahu
- Tidak Tahu

8. Apakah cerita rakyat dalam 2 bahasa adalah media pembelajaran yang baru bagi kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

9. Apakah dengan menggunakan cerita rakyat 2 bahasa membuat kamu semangat dalam belajar reading? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

10. Apakah cerita rakyat dalam 2 bahasa menambah kosa kata kamu? *

- Iya
- Tidak
- Kurang Tahu
- Tidak Tahu

Appendix 09: Translation Technique Data of Bilingual Book

1. TSu = Ada acara besar di Kerajaan Daha.

TSa = /There would be/a/big event/in/Daha/Kingdom/
EE EE EE EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *ada*, *acara*, *besar*, *di*, and *kerajaan*, in the source language is translated using the established equivalent technique into *there would be*, *a*, *big event*, and *kingdom* in the target language. Meanwhile, the word *daha* in the source language is still translated into the word *daha* in the target language using the pure borrowing technique.

2. TSu = Candra Kirana, putri Raja Kertamarta, akan menikah.

TSa = /Candra Kirana/King/Kertamarta's/daughter/would get married/
PB EE PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *putri*, *raja*, and *akan menikah*, in the source language is translated using established equivalent technique into *daughter*, *king*, and *would get married* in the target language. Meanwhile, the words *candra kirana* and *kertamarta* in the source language is still translated into the words *candra kirana* and *kertamarta* in the target language using the pure borrowing technique.

3. TSu = Calon suaminya adalah Inu Kertapati, putra mahkota Kerajaan Kahuripan.

TSa = /Her future husband/was/Inu Kertapati/the crown prince of/Kahuripan/King
EE EE PB EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *calon suaminya*, *adalah*, *putra mahkota*, and *kerajaan*, in the source language is translated using the established equivalent technique into *her future husband*, *was*, *the crown prince of*, and *kingdom* in the target language. Meanwhile, the words *inu*

kertapati and *kahuripan* in the source language is still translated into the words *inu kertapati* and *kahuripan* in the target language using the pure borrowing technique.

4. TSu = Semua rakyat bersukacita menyambut pesta pernikahan.

TSa = /All the people/were joyful/in welcoming/the wedding party/
EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *semua rakyat*, *bersukacita*, *menyambut*, and *pesta pernikahan*, in the source language is translated using established equivalent technique into *all the people*, *were joyful*, *in welcoming*, and *the wedding party* in the target language.

5. TSu = Apalagi di istana.

TSa = /More so was/in/the palace/
EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *apalagi*, *di*, and *istana*, in the source language in translated using established equivalent technique into *more so was*, *in*, and *the palace* in the target language.

6. TSu = Suasana sibuk bukan kepalang.

TSa = /It was busy/with the preparation/
EE P

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Paraphrase (P)*. The words *suasana sibuk* in the source language is translated using established equivalent technique into *it was busy* in the target language. Meanwhile, the word *bukan kepalang* in the source language is translated using paraphrase technique into *with the preparation* in the target language it means, paraphrasing technique is a lexical change that makes the

target language form longer than the source language, but does not change the meaning at all.

7. TSu = Namun, ada satu orang yang tidak ikut bergembira.

TSa = /But/there was/someone/who felt unhappy/with all of these/
EE EE EE EE ADD

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Addition (Add)*. The words *namun*, *ada satu*, *orang*, and *yang tidak ikut gembira*, in the source language is translated using established equivalent technique into *but*, *there was*, *someone*, and *who felt unhappy* in the target language. Meanwhile, the words *with all of these* appearing in the target language to add details that are not provided in the source language and to help convey information.

8. TSu = Dia adalah Dewi Galuh, kakak Candra Kirana.

TSa = /It was/Dewi Galuh/Candra Kirana's/elder sister/
EE PB PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *dia adalah*, and *kakak*, in the source language is translated using established equivalent technique into *it was* and *elder sister* in the target language. Meanwhile, the words *dewi galuh* and *candra kirana* in the source language is still translated into the words *dewi galuh* and *candra kirana's* in the target language using the pure borrowing technique.

9. TSu = Dia iri, mengapa Inu Kertapati melamar adiknya.

TSa = /She/was jealous/wondering/why/Inu Kertapati/proposed/her sister/instead/
EE EE ADD EE PB EE EE ADD

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Addition (Add)*, and *Pure Borrowing (PB)*. The words *dia*, *iri*, *mengapa*, *melamar*, and *adiknya* in the source language is translated

using established equivalent technique into *she, was jealous, why, proposed, and her sister* in the target language. Meanwhile, the words *wondering* and *instead* appearing in the target language to add details that are not provided in the source language and to help convey information. Then, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing technique.

10. TSu = "Padahal, aku lebih cantik," gerutunya.

TSa = "I am/more beautiful/than her,"/she grumbled/

RED EE EE EKS EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Reduction (Red)*. The words *aku, lebih cantik,* and *gerutunya* in the source language is translated using established equivalent technique into *I am, more beautiful,* and *she grumbled* in the target language. Meanwhile, the words *than her* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *padahal* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

11. TSu = Tak terima, Dewi Galuh pun pergi menemui nenek sihir untuk membatalkan pernikahan itu.

TSa = /Could not make peace with the fact/Dewi Galuh/secretly/met/a/witch/who

P PB EKS EE ADD EE

would help her/cancel/the wedding/

EKS EE EE

Discussion → In the data above, the translator applies five translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, *Paraphrase (P)*, *Explicit (Eks)*, and *Addition (Add)*. The words *menemui, membatalkan, nenek sihir,* dan *pernikahan itu* in the source language is translated using established equivalent

technique into *met*, *cancel*, *witch*, and *the wedding* in the target language. The word *dewi galuh* in the source language is still translated into the word *dewi galuh* in the target language using the pure borrowing technique. The word *tak terima* in the source language is translated using paraphrase technique into *could not make peace with the fact* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Meanwhile, the words *secretly* and *who would help her* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the words *a* appearing in the target language to add details that are not provided in the source language and to help convey information.

12. TSu = "Oh, itu hanya masalah kecil.

TSa = /"Oh,/that's a piece of cake/

PB P

Discussion → In the data above, the translator applies two translation techniques, namely *Pure Borrowing (PB)* and *Paraphrase (P)*. The word *oh* in the source language is still translated into the word *oh* in the target language using the pure borrowing technique. Meanwhile, the word *itu hanya masalah kecil* in the source language is translated using paraphrase technique into *that's a piece of cake* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

13. TSu = *Aku akan melakukan sesuatu hihihhi..."* kata Nenek Sihir.

TSa = /I/will/do/it/for you/Hihihhi..."/said/the witch/

EE EE EE EE EKS PB EE EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *aku*, *akan*, *melakukan*, *sesuatu*, *kata*, and *nenek sihir* in the source language is translated using established equivalent technique into *I*, *will*, *do*, *it*, *said* and *the witch* in the target language. Meanwhile, the word *hihhi* in the source language is

still translated into the word *hihihi* in the target language using the pure borrowing technique. Then, the word *for you* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

14. TSu = "Kamu pulang saja.

TSa = /"Go home/now/

RED EE EKS

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Reduction (Red)*, and *Explicit (Eks)*. The word *pulang* in the source language is translated using established equivalent technique into *home* in the target language. Meanwhile, the word *kamu* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language. Then, the word *now* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

15. TSu = *Yang penting, adikmu tak akan menikah dengan Inu Kertapati,*" katanya lagi.

TSa = /Your sister/won't marry/Inu Kertapati,"/she added.

RED EE EE PB EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Reduction (Red)*. The words *adikmu*, *tak akan menikah*, and *katanya lagi* in the source language is translated using established equivalent technique into *your sister*, *won't marry*, and *she added* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing. Then, the word *yang penting* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

16. TSu = Dewi Galuh pun pulang dengan hati senang.

TSa = /Dewi Galuh/went home,/feeling happy/
PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *pun pulang* and *dengan senang hati* in the source language is translated using the established equivalent technique into *went home* and *feeling happy* in the target language. Meanwhile, the words *dewi galuh* in the source language is still translated into the words *dewi galuh* in the target language using the pure borrowing technique.

17. TSu = Sepulang Dewi Galuh, Nenek Sihir terbang ke istana.

TSa = /After/Dewi Galuh/left,/the witch/flew/to the palace/
EE PB EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *sepulang*, *nenek sihir*, *terbang*, and *ke istana* in the source language is translated using the established equivalent technique into *after*, *left*, *the witch*, *flew*, and *to the palace* in the target language. Meanwhile, the words *dewi galuh* in the source language is still translated into the words *dewi galuh* in the target language using the pure borrowing technique.

18. TSu = Dia menemui Candra Kirana yang sedang santai di taman.

TSa = /She/saw/Candra Kirana/sitting idly/in/the royal garden/
EE EE PB EE EE EKS

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *dia*, *menemui*, *sedang*, *santai*, and *di* in the source language is translated using the established equivalent technique into *she*, *saw*, *sitting idly*, and *in* in the target language. Meanwhile, the word *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique. Then, the word *the royal garden* appearing in the target

language to add or explicitly detail implied information that is not present in the source language.

19. TSu = "*PRIKITI PRIKITI PRU PRU BLAAR!*" Nenek Sihir mengubah Candra Kirana menjadi seekor keong mas!

TSa = /"PRIKITI PRIKITI PRU PRU BLAAR!"/The witch/magically changed/Candra

	PB	EE	EKS
<u>Kirana/into/a golden snail!/ PB EE EE</u>			

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *nenek sihir*, *menjadi*, dan *seekor keong mas* in the source language is still translated into the words *the witch*, *into*, and *golden snail* in the target language. Meanwhile, the words *PRIKITI PRIKITI PRU PRU BLAAR* and *candra kirana* in the source language is still translated into the words *PRIKITI PRIKITI PRU PRU BLAAR* and *candra kirana* in the target language using the pure borrowing technique. Then, the word *magically changed* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

20. TSu = Candra Kirana tersedu.

TSa = /Candra Kirana/sobbed sadly/
PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *tersedu* in the source language is translated using the established equivalent technique into *sobbed sadly* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

21. TSu = "Mengapa kamu melakukan ini? Padahal, aku akan menikah besok...." Nenek Sihir tak peduli.

TSa = /Why/did you/do/this/to me?/Don't you know/I'm/getting
 EE EE EE EE EKS P EE
married/tomorrow?"/ The witch/did not care/at all about this/
 EE EE EE EE EKS

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Paraphrase (P)*. The words *mengapa, kamu, melakukan, ini, aku, akan, menikah, besok, nenek sihir, dan tak peduli* in the source language is translated using the established equivalent technique into *why, did you, do, this, I'm, getting married, tomorrow, the witch, and did not care* in the target language. Meanwhile, the word *at all about this* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *padahal* in the source language is translated using paraphrase technique into *don't you know* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

22. TSu = Dia memungut Keong Mas dan mengantonginya.

TSa = /She/took/the snail/and/put it in her pocket/
 EE EE EE EE P

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Paraphrase (P)*. The words *dia, memungut, keong mas, dan* in the source language is translated using the established equivalent technique into *she, took, the snail, and and* in the target language. Meanwhile, the word *mengantonginya* in the source language is translated using paraphrase technique into *put in her pocket* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

23. TSu = Nenek Sihir terbang ke atas lautan.

TSa = /The witch/flew/above/the sea/
 EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *nenek sihir, terbang, keatas, and lautan* in the source language is translated using the established equivalent technique into *the witch, flew, above, and the sea* in the target language.

24. TSu = Di sana, dia mengeluarkan Keong Mas dan menceburkannya ke laut.

TSa = /She/then/took out/the golden snail/from her pocket/and/threw it/to the sea/

RED EE EKS EE EE EKS EE EE EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Reduction (Red)*. The words *dia, mengeluarkan, keong mas, dan, menceburkannya, and ke laut* in the source language is translated using the established equivalent technique into *she, took out, the golden snail, and, threw it, and to the sea* in the target language. Meanwhile, the words *then* and *from her pocket* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *disana* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

25. TSu = "Kutukanku ini akan hilang, jika Inu Kertapati bisa menemukanmu...

hahahaha... tapi itu mustahil!" teriaknya sebelum melempar keong mas.

TSa = "/My curse/would dissolve/if/Inu Kertapati/could/find/you.../hahaha.../but you

EE EE EE PB EE EE EE PB EKS

know/it's impossible!"/she yelled/before/throwing/the snail/

EE EE EE EE EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *kutukanku, ini akan hilang, jika, bisa, menemukan, mu, itu mustahil, teriaknya, sebelum, melempar, dan keong mas* in the source language is translated using the established equivalent technique into *my curse, would dissolve, if, could, find, you, it's impossible, she yelled, before, throwing, and the snail* in the target

language. Meanwhile, the words *inu kertapati* and *hahaha* in the source language is still translated into the words *inu kertapati* and *hahaha* in the target language using the pure borrowing technique. Then, the word *but you know* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

26. TSu = Sekarang. Keong Mas hidup terombang-ambing di lautan.

TSa = /The golden snail/adrift/in/the sea/

RED EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Reduction (Red)*. The words *keong mas*, *hidup terombang-ambing*, *di*, and *lautan* in the source language is translated using the established equivalent technique into *the golden snail*, *adrift*, *in*, and *the sea* in the target language. Meanwhile, the word *sekarang* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

27. TSu = Namun, Tuhan sayang padanya.

TSa = /But/God/had mercy on her/

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *namun*, *tuhan*, and *sayang padanya* in the source language is translated using the established equivalent technique into *but*, *god*, and *mercy on her* in the target language.

28. TSu = Seorang nenek nelayan menemukannya dan membawanya pulang.

TSa = /An old woman/found her/and/took her home/

MOD EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Modulation (Mod)*. The words *menemukannya*, *dan*, and *membawanya pulang* in the source language is translated

using the established equivalent technique into *found her, and, and took her* home in the target language. Meanwhile, the word *seorang nenek* from the source language is translated to the modulation technique into *an old woman* in the target language it means, changing the point of view or focus of the translation from the source language.

29. TSu = Keong Mas meringkuk kedinginan dalam cangkangnya.

TSa = /The golden snail/felt/very cold inside/her shell/

EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *keong mas, meringkuk, kedinginan dalam,* and *cangkangnya* in the source language is translated using the established equivalent technique into *the golden snail, felt, very cold inside,* and *her shell* in the target language.

30. TSu = Dia berharap semoga nenek ini punya rumah yang hangat.

TSa = /How/she/hoped that/the old woman's house/was warm enough/

EKS EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *dia, berharap, semoga, nenek ini punya rumah,* and *yang hangat* in the source language is translated using the established equivalent technique into *she, hoped that, the old woman's house,* and *was warm enough* in the target language. Meanwhile, the word *how* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

31. TSu = Setibanya di rumah, nenek itu menyimpan Keong Mas dalam tempayan.

TSa = /At her home,/the old woman/put/the golden snail/inside of/a water jar/

P MOD EE EE EE GEN

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, *Paraphrase (P)*, and *Generalization (Gen)*. The words *menyimpan, keong mas,* and *dalam* in the source language is translated using the established equivalent technique into *put, the*

golden snail, and *inside of* in the target language. The word *nenek* from the source language is translated to the modulation technique into *the old woman* in the target language it means, changing the point of view or focus of the translation from the source language. Meanwhile, the word *setibanya di rumah* the in the source language is translated using paraphrase technique into *at her home* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Then, the word *tempayan* from the source language is translated to the generalization technique into *a water jar* in the target language it means, translate a term with a common or neutral term.

32. TSu = Lalu, dia tertidur pulas karena lelah seharian bekerja.

TSa = /She/then/went to bed,/as she felt fatigued/from working/the whole day/

EE EE EE EKS EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *lalu, dia, tertidur pulas, karena lelah seharian, and bekerja* in the source language is translated using the established equivalent technique into *she, then, went to bed, from working, and the whole day* in the target language. Meanwhile, the word *as she felt fatigued* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

33. TSu = Keong Mas mengintip dari balik tempayan.

TSa = /The golden snail/peeped/from the jar/

EE EE GEN

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Generalization (Gen)*. The words *keong mas* and *mengintip* in the source language is translated using the established equivalent technique into *the golden snail* and *peeped* in the target language. Meanwhile, the word *dari balik tempayan* from the source language is translated to the generalization technique into *from the jar* in the target language it means, translate a term with a common or neutral term.

34. TSu = "Kasihannya sekali nenek itu, dia tak punya siapa-siapa."

TSa = /"Poor old woman,/she/doesn't have/anybody to take care of her."/

EE EE EE P

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *kasihannya sekali nenek itu, dia, and tak punya* in the source language is translated using the established equivalent technique into *poor old woman, she, and doesn't* in the target language. Meanwhile, the word *siapa-siapa* the in the source language is translated using paraphrase technique into *anybody to take care of her in* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

35. TSu = Keong mas merayap keluar dari tempayan.

TSa = /The golden snail/crept out/from the jar/

EE EE GEN

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Generalization (Gen)*. The words *keong mas* and *merayap keluar* in the source language is translated using the established equivalent technique into *the golden snail* and *crept out* in the target language. Meanwhile the word *dari tempayan* from the source language is translated to the generalization technique into *from the jar* in the target language it means, translate a term with a common or neutral term.

36. TSu = Ajaib, tiba-tiba tubuhnya kembali menjadi Candra Kirana! "Oooh, kutukannya hilang!" teriaknya gembira.

TSa = /Miraculously,/her figure/changed back/into/Candra Kirana's/form!/"Oh,/the

EE EE EE EE PB EKS PB

curse's gone!"/she/exclaimed happily/

EE EE EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *ajaib, tiba-tiba tubuhnya, kembali, menjadi, kutukannya hilang, teriaknya,*

and *gembira* in the source language is translated using the established equivalent technique into *miraculously, her figure, changed back, into, the curse's gone, she,* and *exclaimed happily* in the target language. Meanwhile, the words *candra kirana* and *oooh* in the source language is still translated into the words *candra kirana* and *oooh* in the target language using the pure borrowing technique. Then, the word *form* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

37. TSu = Sebagai ucapan terima kasih, Candra Kirana memasak makanan yang enak-enak untuk nenek itu.

TSa = /As a token of gratitude,/Candra Kirana/cooked/delicious food/

P

PB

EE

EE

for the old woman/

MOD

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Paraphrase (P)*, *Pure Borrowing (PB)*, and *Modulation (Mod)*. The words *makanan*, and yang *enak-enak* in the source language is translated using the established equivalent technique into *cooked* and *delicious food* in the target language. The word *Sebagai ucapan terima kasih* the in the source language is translated using paraphrase technique into *as a token of gratitude* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique. Then, the word *untuk nenek itu* from the source language is translated to the modulation technique into *for the old woman* in the target language it means, changing the point of view or focus of the translation from the source language.

38. TSu = "Siapa kamu?" Nenek terbangun ketakutan.

TSa = /"Who are you?"/the old woman/terrified as she woke up/

EE

MOD

P

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, and *Paraphrase (P)*. The word *siapa kamu* in the source language is translated using the established equivalent technique into *who are you* in the target language. Meanwhile, the word *nenek* from the source language is translated to the modulation technique into *the old woman* in the target language it means, changing the point of view or focus of the translation from the source language. Then, the word *nenek terbangun ketakutan* in the source language is translated using paraphrase technique into *terrified as she woke up* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

39. TSu = Di atas meja, penuh dengan makanan lezat.

TSa = /Her dinner table/was full/with/great food/
EKS EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *penuh*, *makanan lezat*, and *dengan* in the source language is translated using the established equivalent technique into *was full*, *with*, and *great food* in the target language. Meanwhile, the word *her dinner table* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

40. TSu = "Aku, Keong Mas. Nek.

TSa = /"I was/the golden snail/'Ma'am/
EE EE MOD

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Modulation (Mod)*. The words *aku* and *keong mas* in the source language is translated using the established equivalent technique into *I was* and *the golden snail* in the target language. Meanwhile, the word *nek* from the source language is translated to the modulation technique into

ma'am in the target language it means, changing the point of view or focus of the translation from the source language.

41. TSu = Yang tadi Nenek selamatkan."

Tsa = /The one you saved."/

P

Discussion → In the data above, the translator applies one translation techniques, namely *Paraphrase (P)*. The word *yang tadi nenek selamatkan* in the source language is translated using paraphrase technique into *the one you saved* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

42. TSu = kata Candra Kirana.

TSa = /Candra Kirana/answered/

PB

EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The word *kata* in the source language is translated using the established equivalent technique into *answered* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

43. TSu = Usai menjawab... BLAAR.

TSa = /After answering.../BLAAR/

EE

PB

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *usai menjawab* in the source language is translated using the established equivalent technique into *after answering* in the target language. Meanwhile, the words

...**BLAAR** in the source language is still translated into the words ...**BLAAR** in the target language using the pure borrowing technique.

44. TSu = Candra Kirana kembali jadi seekor keong mas.

TSa = /Candra Kirana/returned to become/golden snail/

PB

EE

EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words **kembali jadi seekor, and keong mas** in the source language is translated using the established equivalent technique into **returned to become, and golden snail** in the target language. Meanwhile, the words **candra kirana** in the source language is still translated into the words **candra kirana** in the target language using the pure borrowing technique.

45. TSu = Ternyata, kutukan itu masih ada.

TSa = /The curse/had not gone completely/

EE

P

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The word **kutukan** in the source language is translated using the established equivalent technique into the **curse** in the target language. Meanwhile, the word **ternyata itu masih ada** in the source language is translated using paraphrase technique into **had not gone completely** in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

46. TSu = Keong Mas lalu menceritakan semua kejadian yang menimpa dirinya.

TSa = /The golden snail/then/told/everything/that had happened to her/

EE

EE

EE

EE

EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words **keong mas, lalu, menceritakan, semua, and kejadian yang menimpa dirinya** in the source language is translated using the established equivalent technique into **the golden snail, then, told, everything, and that had happened to her** in the target language.

47. TSu = "*Huhu, jadi apa yang harus kulakukan?*" Keong Mas tersedu.

TSa = "/Huhu, /what must I do?"/she/asked, /sobbing/

PB EE EE EKS EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* *Explicit (Eks)* and *Pure Borrowing (PB)*. The words *jadi apa yang harus kulakukan*, *keong mas*, and *tersedu* in the source language is translated using the established equivalent technique into *what must I do*, *she* and *sobbing* in the target language. Meanwhile, the word *asked* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *huhu* in the source language is still translated into the words *huhu* in the target language using the pure borrowing technique.

48. TSu = "*Kamu harus kembali ke Kerajaan Daha.*"

TSa = "/You/must/return to/Daha/Kingdom/

EE EE EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *kamu*, *harus*, *kembali ke*, and *kerajaan* in the source language is translated using the established equivalent technique into *you*, *must*, *return to*, and *kingdom*. Meanwhile, the word *daha* in the source language is still translated into the words *daha* in the target language using the pure borrowing technique.

49. TSu = *Namun, aku tak tahu jalannya.*

TSa = /But, /I don't know/the way there/

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *namun*, *aku tak tahu*, and *jalannya* in the source language is translated using established equivalent technique into *but*, *I don't know*, and *the way there* in the target language.

50. TSu = *Di sini terlalu jauh, dan terpencil.*

TSa = *This place is too far, /too secluded/*

EE RED EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Reduction (Red)*. The words *di sini terlalu jauh* and *terpencil* in the source language is translated using established equivalent technique into *this place is too far* and *secluded* in the target language. Meanwhile, the word *dan* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

51. TSu = *Mustahil kita bisa keluar dari sini."*

TSa = *It's impossible/for us/to leave this place."*

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *mustahil, kita,* and *keluar dari sini* in the source language is translated using the established equivalent technique into *it's possible, for us,* and *to leave this place* in the target language.

52. TSu = *Keong Mas pun jadi sedih mendengarnya.*

TSa = *Keong Mas/felt/very sad/at hearing this/*

PB EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *pun, jadi sedih,* and *mendengarnya* in the source language is translated using established equivalent technique into *felt, very sad,* and *at hearing this*. Meanwhile, the word *keong mas* in the source language is still translated into the words *keong mas* in the target language using the pure borrowing.

53. TSu = "Jangan khawatir, Nak.

TSa = /"Don't worry,/Child/

EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *jangan khawatir* and *nak* in the source language is translated using the established equivalent technique into *don't worry* and *child* in the target language.

54. TSu = *Jika Inu Kertapati memang jodohmu, dia pasti akan menemukanmu, bagaimanapun caranya.*

TSa = /Should/Inu Kertapati/was meant for you,/he/would/surely/find/you,/no matter

DC PB EE EE EE EKS EE EE EE

how/

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, *Pure Borrowing (PB)*, and *Discursive Creation (DC)*. The words *memang jodohmu, dia, pasti akan, menemukan, mu* and *bagaimanapun caranya* in the source language is translated using the established equivalent technique into *was meant for you, he, would, find, you* and *no matter how* in the target language. The word *surely* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Meanwhile, the word *inu kertapati* in the source language is still translated into the words *inu kertapati* in the target language using the pure borrowing. Then, the word *jika* in the source language is translated using the discursive creation technique into *should* in the target language it means, use of translation out of context.

55. TSu = *Kita yakin saja pada Tuhan," Nenek mengelus Keong Mas.*

TSa = /We/just need to put trust/on/God,"/the old woman/caressed/the golden snail/

EE P EE MOD MOD EE

EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Paraphrase (P)*, and *Modulation (Mod)*. The words *kita*, *pada*, *mengelus*, and **keong mas** in the source language is translated using the established equivalent technique into *we*, *on*, **caressed**, and ***the golden snail*** in the target language. Meanwhile, the word *yakin saja* the in the source language is translated using paraphrase technique into ***just need to put trust*** the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Then, the word *Tuhan* and *nenek* from the source language is translated to the modulation technique into ***God*** and ***the old woman*** in the target language it means, changing the point of view or focus of the translation from the source language.

56. TSu = Nenek benar.

TSa = /The old woman/was right/

MOD EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Modulation (Mod)*. The word **benar** in the source language is translated using the established equivalent technique into **right** in the target language. Meanwhile, the word *nenek* from the source language is translated to the modulation technique into ***the old woman*** in the target language it means, changing the point of view or focus of the translation from the source language.

57. TSu = Selama ini. Inu Kertapati tak pernah lelah mencari Candra Kirana.

TSa = /This whole time,/Inu Kertapati/kept on looking for/Candra Kirana/

EE PB EE PB

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words **selama ini**, and ***tak pernah lelah mencari*** in the source language is translated using the established equivalent technique into ***this whole time*** and ***kept on looking for*** in the target language. Meanwhile, the words ***inu kertapati*** and ***candra kirana*** in the

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *tiap kali*, *hendak ke jalan yang benar*, *burung gagak*, *itu selalu berteriak*, *kamu*, *salah*, *seharusnya*, *kamu*, and *ke sana* in the source language is translated using the established equivalent technique into *every time*, *would take the right way*, *the crow*, *would shout*, *you're*, *wrong*, *you*, *should*, and *take this way* instead in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing technique. Then, the word *at* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

61. TSu = Dan, Inu Kertapati pun semakin tersesat.

TSa = /And/Inu Kertapati/would get lost/even further/

EE PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *dan*, *pun semakin*, and *tersesat* in the source language is translated using the established equivalent technique into *and*, *would get lost*, and *even further* in the target language. Meanwhile, the words *inu kertapati* in the source language is still translated into the words *inu kertapati* in the target language using the pure borrowing.

62. TSu = Dalam perjalanannya, Inu Kertapati bertemu seorang kakek.

TSa = /On his way,/Inu Kertapati/bumped into/an old man/

EE PB EE MOD

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Modulation (Mod)*. The words *dalam perjalanannya* and *bertemu* in the source language is translated using the established equivalent technique into *on his way* and *bumped into* in the target language. Meanwhile, the words *inu kertapati* in the source language is still translated into the words *inu kertapati* in the target language using the pure borrowing. Then, the word *seorang kakek* from the source language is translated to

the modulation technique into *an old man* in the target language it means, changing the point of view or focus of the translation from the source language.

63. TSu = "Nak, bolehkah aku minta makanan? Aku lapar," keluh kakek itu.

TSa = /"Child,/may I have some of your food?/I am starving,"/begged/the old man/
 EE EE EE EE MOD

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Modulation (Mod)*. The words *nak*, *bolehkah aku minta makanan*, *aku lapar*, and *keluh* in the source language is translated using the established equivalent technique into *child*, *may I have some of your food*, *I am starving*, and *begged* in the target language. Meanwhile, the word *kakek itu* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language.

64. TSu = Dengan senang hati, Inu Kertapati membagi bekalnya pada si kakek.

TSa = /Happily,/Inu Kertapati/shared/his food/with him/
 EE PB EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *dengan senang hati*, *membagi*, *bekalnya*, and *pada si kakek* in the source language is translated using the established equivalent technique into *happily*, *shared*, *his food*, and *with him* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

65. TSu = Padahal, saat itu bekalnya tinggal sepotong kue.

TSa = /Even/when what he had/was no more than/a slice of cake/
 EE P EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *padahal*, *bekalnya tinggal*, and *sepotong kue* in the source language is translated using the established equivalent technique into *even*, *was no more than*, and *a slice of cake* in the target language. Meanwhile, the word *saat itu* the in the source language is translated using paraphrase technique into *was no more than* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

66. TSu = Sambil makan, mereka mengobrol.

TSa = /They/talked about things/as/they/ate/

EE EE EE EKS EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *sambil*, *mereka*, *mengobrol*, and *makan* in the source language is translated using the established equivalent technique into *as*, *they*, *talked about things*, and *ate* in the target language. Then, the word *they* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

67. TSu = Inu Kertapati menceritakan kegundahan hatinya.

TSa = /Inu Kertapati/told/the old man/his problem/

PB EE MOD EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Modulation (Mod)*. The words *menceritakan* and *kegundahan* in the source language is translated using the established equivalent technique into *told* and *his problem* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing. Then, the word *nya* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language.

68. TSu = “*Aku akan membantumu,*” kata si kakek lalu memejamkan matanya.

TSa = /“*I will help you,*”/said/the old man,/closing/his eyes/
EE EE EE EE EE MOD EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Modulation (Mod)*. The words *aku, akan, membantu, mu, kata, lalu memejamkan,* and *matanya* in the source language is translated using the established equivalent technique into *I, will, help, you, said, closing,* and *his eyes* in the target language. Meanwhile, the word *si kakek* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language.

69. TSu = “*Candra Kirana ada di sebuah desa, bernama Desa Dadapan,*” kata si kakek lagi.

TSa = /“*Candra Kirana is now living in a village called Dadapan,*”/he added/
PB EE EKS EE EE PB EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *ada, di sebuah desa, bernama,* and *kata si kakek lagi* in the source language is translated using the established equivalent technique into *is, living in a village, called,* and *he added* in the target language. Meanwhile, the words *candra kirana* and *dadapan* in the source language is still translated into the word *candra kirana* and *dadapan* in the target language using the pure borrowing. Then the words *now* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

70. TSu = Inu Kertapati tak mau membuang waktu.

TSa = /*Inu Kertapati would not want to wait any longer*/
PB P

Discussion → In the data above, the translator applies two translation techniques, namely *Pure Borrowing (PB)*, and *Paraphrase (P)*. The word the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing. Meanwhile, the word *tak mau membuang waktu* the in the source language is translated using paraphrase technique into *would not want to wait any longer* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

71. TSu = “*Aku harus segera menjemputnya, Kek!*” ujarnya.

TSa = /“*I/will/go there/now./Sir!*”/he said/

EE EE EE EKS MOD EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Modulation (Mod)*. The words *aku*, *harus*, *segera menjemputnya*, and *ujarnya* in the source language is translated using the established equivalent technique into *I*, *will*, *go there*, and *he said* in the target language. Then, the word *now* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *kek* from the source language is translated to the modulation technique into *sir* in the target language it means, changing the point of view or focus of the translation from the source language.

72. TSu = “*Aku akan menemanimu.*”

TSa = /“*I/will/accompany/you.*”/

EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *aku*, *akan*, and *menemanimu* in the source language is translated using the established equivalent technique into *I*, *will*, and *accompany you* in the target language.

73. TSu = “*Aku tahu di mana Desa Dadapan.*”

TSa = /*I/know/where/Dadapan/is.*”/

EE EE EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *aku*, *tahu*, *dimana*, and *desa* in the source language is translated using the established equivalent technique into *I*, *know*, *where*, and *is* in the target language. Meanwhile, the word *dadapan* in the source language is still translated into the words *dadapan* in the target language using the pure borrowing.

74. TSu = Inu Kertapati dan Kakek pun melangkahhkan kaki menuju Desa Dadapan.

TSa = /Inu Kertapati/and/the old man/started/their journey/to/Dadapan/village/
 PB EE MOD EE EE EE PB EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Modulation (Mod)*. The words *dan*, *pun melangkahhkan*, *kaki*, *menuju* and *desa* in the source language is translated using the established equivalent technique into *and*, *started*, *their journey*, *to* and *village* in the target language. Meanwhile, the word *inu kertapati* and *dadapan* in the source language is still translated into the words *inu kertapati* and *dadapan* in the target language using the pure borrowing. Then, the word *kakek* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language.

75. TSu = Sayang, perjalanan mereka terganggu.

TSa = /Their journey,/however,/was far from being smooth/
 EE EKS P

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Paraphrase (P)*. The words *sayang perjalanan* in the source language is translated using the established equivalent technique into *their journey* in the target language. Meanwhile, the word *however* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *mereka terganggu* in the source language is translated using paraphrase technique into *was far from being smooth* the target language it means, paraphrasing technique is a lexical change that makes the target language from longer than the source language, but does not change the meaning at all.

76. TSu = Siapa lagi jika bukan si burung gagak yang mengganggu? "Hei, kalian salah... Desa Dadapan bukan ke arah sini.

TSa = /Who else/would bother/them/but/the crow?/"Hey./you took the wrong way.../

EE EE EKS EKS EE NB EE

Dadapan/is this way/

PB EE

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, *Naturalized Borrowing (NB)*, and *Pure Borrowing (PB)*. The words *siapa lagi jika bukan, si burung gagak, yang mengganggu, kalian salah* and *bukan arah sini* in the source language is translated using the established equivalent technique into *who else, the crow, would bother, you took the wrong way* and *is this way* in the target language. The words *them* and *but* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Meanwhile, the word *hei* in the source language is translated using naturalized borrowing technique into *hey* the target language it means, the target language does not have an equivalent word for it, so in the process of translating the word naturalized and then adapted to the spelling of the target language. Then, the word *dadapan* in the source language is still translated into the words *dadapan* in the target language using the pure borrowing.

77. TSu = Tapi ke sana." teriak burung gagak.

TSa = /Not that way,/"cried/the crow/

P EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *teriak* and *burung gagak* in the source language is translated using the established equivalent technique into *cried* and *the crow* in the target language. Meanwhile, the word *tapi ke sana* the in the source language is translated using paraphrase technique into *not that way* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

78. TSu = "Pergi kamu!" teriak Inu Kertapati.

TSa = /"Get lost!"/Inu Kertapati/shouted/at it/

P PB EE EKS

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, *Paraphrase (P)*, and *Pure Borrowing (PB)*. The word *teriak* in the source language is translated using the established equivalent technique into *shouted* in the target language. The word *at it* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Meanwhile, the word *pergi kamu* the in the source language is translated using paraphrase technique into *get lost* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Then, the words *inu kertapati* in the source language is still translated into the words *inu kertapati* in the target language using the pure borrowing.

79. TSu = Si burung gagak tak mau pergi.

TSa = /The crow/would not/just go away/

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *si burung gagak, tak, and mau pergi* in the source language is translated using the established equivalent technique into *the crow, would not, and just go away* in the target language.

80. TSu = Dia malah terus berputar di atas kepala Inu Kertapati.

TSa = /It flew around/Inu Kertapati's/head/

EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *dia malah terus berputar di atas* and *kepala* in the source language is translated using the established equivalent technique into *it flew around* and *head* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

81. TSu = "Hmm... kamu benar-benar menjengkelkan," Kakek mengeluarkan sesuatu dari balik jubahnya.

TSa = /"Well,/you/have become such an annoyance,"/said/the old man/as he
 DC EE EE EKS MOD EKS
 /took out/ something/from under his coat/
 P EE EE

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, *Explicit (Eks)*, *Paraphrase (P)* and *Discursive Creation (DC)*. The words *kamu*, *benar-benar menjengkelkan*, *sesuatu*, and *dari balik jubahnya* in the source language is translated using the established equivalent technique into *you*, *have become such an annoyance*, *something*, and *from under his coat* in the target language. The word *kakek* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language. The word *said* and *as he* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Meanwhile, the word *mengeluarkan* the in the source language is translated using paraphrase technique into *took out* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Then, the word *hmm* in the source language is translated using the discursive creation technique into *well* in the target language it means, use of translation out of context.

82. TSu = PLAAK... Kakek memukul burung gagak dengan tongkat.

TSa = /PLAAK.../the old man/beat/the crow/with/a/stick/
 PB MOD EE EE EE EKS EE

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, *Explicit (Eks)*, and *Modulation (Mod)*. The words *memukul*, *burung gagak*, *dengan*, and *tongkat* in the source language is translated using the established equivalent technique into *beat*, *the crow*, *with*, and *stick* in the target language. The word *PLAAK...* in the source language is still translated into the word *PLAAK...* in the target language using the pure borrowing. Meanwhile, The word *a* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then,

the word *kakek* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language.

83. TSu = Dalam sekejap, burung gagak jadi abu.

TSa = /The crow/turned into/ashes/in an instant/

EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *dalam sekejap, burung gagak, jadi,* and *abu* in the source language is translated using the established equivalent technique into *the crow, turned into, ashes,* and *in an instant* in the target language.

84. TSu = Inu Kertapati ternganga melihat kesaktian si Kakek.

TSa = /Inu Kertapati/was dumbfounded/to see/the old man's/great power/

PB EE EE MOD EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, and *Pure Borrowing (PB)*. The words *ternganga, melihat,* and *kesaktian* in the source language is translated using the established equivalent technique into *was dumb founded, to see,* and *great power* in the target language. Meanwhile, the word *kakek* from the source language is translated to the modulation technique into *the old man's* in the target language it means, changing the point of view or focus of the translation from the source language. Then, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

85. TSu = “Terima kasih, Kek.

TSa = /“Thank you,/Sir./

EE MOD

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Modulation (Mod)*. The word *terima kasih* in the source language is translated using the established equivalent technique into *thank you* in the target language. Meanwhile, the word *kek* from the source language is translated to the modulation technique into *sir* in the target language it means, changing the point of view or focus of the translation from the source language.

86. TSu = *Kini kita bisa menuju Desa Dadapan dengan tenang.*”

TSa = /We/can/now/go to/Dadapan/village/safely./

EE EE EE EE PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *kita*, *bisa*, *menuju*, *desa*, *dengan*, dan *tenang* in the source language is translated using the established equivalent technique into *we*, *can*, *now*, *go to*, *village*, and *safely* in the target language. Meanwhile, the word *dadapan* in the source language is still translated into the word *dadapan* in the target language using the pure borrowing.

87. TSu = “*Kalau begitu, aku tak perlu menenanimu lagi.*”

TSa = /“Well,/I/don't think/I/need/to accompany/you/anymore/

EE EE EKS EKS EKS EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *kalau begitu*, *aku tak perlu*, *menemani*, *mu*, and *lagi* in the source language is translated using the established equivalent technique into *well*, *I*, *accompany*, *you* and *anymore* in the target language. Meanwhile, the words *don't think*, *I*, *need* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

88. TSu = *Desa Dadapan sudah dekat.*

TSa = /Dadapan/is not very far from here/

RED PB P

Discussion → In the data above, the translator applies three translation techniques, namely *Pure Borrowing (PB)*, *Paraphrase (P)* and *Reduction (Red)*. The word *dadapan* in the source language is still translated into the word *dadapan* in the target language using the pure borrowing. Meanwhile, the word *sudah dekat* in the source language is translated using paraphrase technique into *not very far from here* in the target language. Paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Meanwhile, the word *desa* in the source language is included in reduction technique in the source language. It means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language.

89. TSu = *Kamu tinggal terus berjalan ke utara selama satu hari satu malam,*” kakek pun mengucapkan salam perpisahan dan meninggalkan Inu Kertapati.

TSa = /It's only one day and one night away walking to the North, "/u>the old man/said/

P MOD EE

goodbye/and/left/Inu Kertapati/by himself/

EE EE EE PB EKS

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, Modulation (Mod), Explicit (Eks), and *Paraphrase (P)*. The words *mengucap*, *salam perpisahan*, *dan*, and *meninggalkan* in the source language is translated using the established equivalent technique into *said*, *goodbye*, *and*, and *left* in the target language. The word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing. Meanwhile, the word *kakek* from the source language is translated to the modulation technique into *the old man* in the target language it means, changing the point of view or focus of the translation from the source language. Then, the words *by himself* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *kamu tinggal terus berjalan ke utara selama satu hari satu malam* the in the source language is translated using paraphrase technique into *it's only one day and one night away walking to the north* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

90. TSu = *Kini, Inu Kertapati sendirian.*

TSa = /Now,/Inu Kertapati/journeyed/alone/

EE PB EKS EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*, and Explicit (Eks). The words *kini* and *sendirian* in the source language is translated using the established equivalent technique into *now* and *alone* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing. Then, the words

journeyed appearing in the target language to add or explicitly detail implied information that is not present in the source language.

91. TSu = Tapi dia tak perlu khawatir. Nenek Sihir tak mengganguya lagi.

TSa = /But/he/did not have anything to worry,/as the witch/could not/bother/him/
 EE EE P EE EE EE EE

anymore/

EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *tapi, dia, nenek sihir, tak, mengganggu, nya,* and *lagi* in the source language is translated using the established equivalent technique into *but, he, the witch, could not, bother, him,* and *anymore* in the target language. Meanwhile, the word *tak perlu khawatir* the in the source language is translated using paraphrase technique into *not did not have anything to worry* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

92. TSu = Dia terus berjalan, hingga satu hari satu malam.

TSa = /He/kept on walking/for one day/and one night/
 EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *dia, terus berjalan, hingga satu hari,* and *satu malam* in the source language is translated using the established equivalent technique into *he, kept on walking, for one day,* and *and one night* in the target language.

93. TSu = Dan di pagi yang cerah, dia tiba di sebuah desa.

TSa = /And/on the next morning/he/arrived/in/a village/
 EE EE EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *dan, di pagi yang cerah, dia, tiba, di,* dan *sebuah desa* in the source language is translated using the established equivalent technique into *and, on the next morning, he, arrived, in, a,* and *a village* in the target language.

94. TSu = DESA DADAPAN... demikian nama yang tertulis di papan jalan.

TSa = /DADAPAN/VILLAGE.../it was/written in a plank/on the roadside/

PB EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *desa*, *demikian nama*, *yang tertulis*, and *di papan jalan* in the source language is translated using the established equivalent technique into *village*, *it was*, *written in a plank*, and *on the roadside* in the target language. Meanwhile, the word *dadapan* in the source language is still translated into the words *dadapan* in the target language using the pure borrowing.

95. TSu = Inu Kertapati memulai pencariannya.

TSa = /Inu Kertapati/started on/his search/

PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *memulai* and *pencariannya* in the source language is translated using the established equivalent technique into *started on* and *his search* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

96. TSu = "Permisi, apakah ada Candra Kirana di sini?" tanyanya.

TSa = /"Excuse me./do you know/Candra Kirana?"/he/asked/

EE P PB EE EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*, and *Paraphrase (P)*. The words *permisi* and *nya* in the source language is translated using the established equivalent technique into *excuse me* and *he* in the target language. Meanwhile, the word *candra kirana* in the source language is still translated into the word *candra kirana* in the target language using the pure borrowing. Then, the word *apakah ada*, *disini* the in the source language is translated using paraphrase technique into *do you know* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

97. TSu = Sudah semua rumah diketuknya, namun Candra Kirana belum juga muncul.

TSa = /He/had finished/knocking/the last/house,/but/he has not/found/her/

EKS P EE EKS EE EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)*, and *Paraphrase (P)*. The words *rumah*, *diketuk*, *nya*, *namun*, *candra kirana*, *belum* and *juga muncul* in the source language is translated using the established equivalent technique into *house*, *knocking*, *he*, *but*, *her*, *he has not* and *found* in the target language. Meanwhile, the words *he* and *the last* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *sudah semua* the in the source language is translated using paraphrase technique into *had finished* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

98. TSu = “Dia di mana, ya? Apa aku salah?” gumam Inu Kertapati gelisah.

TSa = /“Where/might/she be?/Am I/wrong?/”/he/wondered in worries/

EE EE EE EE EE EE P

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *dia*, *dimana* *ya*, *apa aku*, *salah*, and *inu kertapati* in the source language is translated using the established equivalent technique into *she be*, *where might*, *Am I*, *wrong*, and *he* in the target language. Then, the word *gelisah* the in the source language is translated using paraphrase technique into *wondered in worries* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

99. TSu = Ternyata, ada satu rumah yang belum dia datangi.

TSa = /It turned out/that/there was/a house/he/had not visited/

P EE EE EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Paraphrase (P)*. The words *ada*, *satu rumah*, and *yang belum*, *dia*, *datangi* in the source language is translated using the established equivalent technique into *that*, *there was*, *a house*, *he*, *had not visited* in the target language. Meanwhile, the word *ternyata* the in the source language is translated using paraphrase technique into *it turned out* the target language it means,

paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

100. TSu = Rumah itu terpencil di sudut desa.

TSa = /The house/was/located/in/the far corner/of the village/

EE EE EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *rumah*, *itu*, *terpencil*, *di*, *sudut*, dan *desa* in the source language is translated using the established equivalent technique into *the house*, *was*, *located*, *in*, *the far corner*, and *of the village* in the target language.

101. TSu = Seorang penduduk yang baik hati memberitahukan padanya.

TSa = /A kind-hearted/villager/showed/it/to him/

EE EE EE EKS EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)*, and *Explicit (Eks)*. The words *seorang penduduk*, *yang baik hati*, *memberitahukan*, and *padanya* in the source language is translated using the established equivalent technique into *a kind hearted*, *villager*, *showed*, and *to him* in the target language. Then, the words *it* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

102. TSu = Dengan hati berdebar, Inu Kertapati segera melangkah ke sana.

TSa = /Inu Kertapati/approached/the house/with heart beating fast/

PB EE EKS EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *dengan hati berdebar* and *segera melangkah ke sana* in the source language is translated using the established equivalent technique into *with heart beating fast* and *approached* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the

target language using the pure borrowing. Then, the words *the house* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

103.TSu = Tok... tok... tok... Inu Kertapati mengetuk pintu perlahan.

TSa = /Knock... knock... knock.../Inu Kertapati/knocked/the door/lightly/

EE PB EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *tok tok tok, mengetuk, pintu,* and *perlahan* in the source language is translated using the established equivalent technique into *knock knock knock, knocked, the door,* and *lightly* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

104.TSu = Pelan-pelan, pintu terbuka.

TSa = /It was/opened/slowly/

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *pelan-pelan, pintu,* and *terbuka* in the source language is translated using the established equivalent technique into *it was, opened,* and *slowly* in the target language.

105.TSu = Betapa kecewanya Inu Kertapati, karena yang membuka pintu seorang nenek renta.

TSa =How disappointed/Inu Kertapati/was/because/it was/an old woman/

EE PB EKS EE EKS MOD

who/opened /the door/for him/

EE EE EE EE

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, *Explicit (Eks)*, and *Pure Borrowing (PB)*. The words *betapa kecewanya, karena, yang, membuka, pintu* in the source language is translated using the established equivalent technique into *how dissatisfied, because, who, opened, the door,* and for him in the target language.

The word *seorang nenek renta* from the source language is translated to the modulation technique into *an old woman* in the target language it means, changing the point of view or focus of the translation from the source language. Meanwhile, Then, the words *was* and *it was* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

106.TSu = "Aku mencari Candra Kirana," kata Inu Kertapati.

TSa = /"I am/looking for/Candra Kirana,"/he/said/
 EE EE PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *aku*, *mencari*, *kata*, and *inu kertapati* in the source language is translated using the established equivalent technique into *I am*, *looking for*, *he*, and *said* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

107.TSu = Nenek menyambutnya dengan senyum lebar.

TSa = /The old woman/welcomed/him/with/her/broad smile/
 MOD EE EKS EE EKS EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Modulation (Mod)*, and *Explicit (Eks)*. The words *menyambutnya*, *dengan*, *senyum lebar* in the source language is translated using the established equivalent technique into *welcomed*, *with*, and *broad smile* in the target language. Meanwhile, the word *nenek* from the source language is translated to the modulation technique into *the old woman* in the target language it means, changing the point of view or focus of the translation from the source language. Then, the words *him* and *her* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

108.TSu = "Ya, Candra Kirana ada di sini!"

TSa = /"Yes, Candra Kirana is here!"/

EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *ya* and *ada disini* in the source language is translated using the established equivalent technique into *yes* and *is here* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

109.TSu = "Benarkah? Bolehkah aku bertemu dengannya?" tanya Inu Kertapati.

TSa = /"Seriously? Can I meet her?"/asked/Inu Kertapati/

EE EE EE EE EE EE PB

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *benarkah, bolehkah, aku, bertemu, dengannya, and tanya* in the source language is translated using the established equivalent technique into *seriously, can, I, meet, her, and asked* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

110.TSu = Nenek lalu mengeluarkan Keong Mas dari tempayan.

TSa = /The old woman/then/took out/a golden snail/from/a water jar/

MOD EE EE EE EE GEN

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Generalization (Gen)*, and *Modulation (Mod)*. The words *lalu, mengeluarkan, keong mas, and dari* in the source language is translated using the established equivalent technique into *then, took out, a golden snail, and from* in the target language. The word *tempayan* from the source language is translated to the generalization technique into *a water jar* in the target language it means, translate a term with a common or neutral term. Meanwhile, the word *nenek* from the source language is translated to the modulation technique into *the old woman* in the target language it means, changing the point of view or focus of the translation from the source language.

111.TSu = “*Ini...*” Inu Kertapati mengerenyit.

TSa = /“Here it is...”/Inu Kertapati/frowned/

EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *ini* and *mengerenyit* in the source language is translated using the established equivalent technique into *here it is* and *frowned* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

112.TSu = “*Ini kan keong mas, bukan Candra Kirana. Nenek, jangan becanda.*”

TSa = /It is a golden snail,/not/Candra Kirana./Ma'am,/don't fool me, please.”/

EE EE PB MOD EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Pure Borrowing (PB)*, and *Modulation (Mod)*. The words *ini kan keong mas, bukan,* and *jangan becanda* in the source language is translated using the established equivalent technique into *it is a golden snail, not,* and *don't fool me please* in the target language. Meanwhile, the word *nenek* from the source language is translated to the modulation technique into *ma'am* in the target language it means, changing the point of view or focus of the translation from the source language. Then, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

113.TSu = Saat itulah, kutukan dari si Nenek Sihir menguap begitu saja.

TSa = /It was then/that the witch's/curse/vanished/

EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *saat itulah, kutukan dari nenek sihir, menguap,* dan *begitu saja* in the source language is translated using the established equivalent technique into *it was then, that the witch's, curse,* and *vanished* in the target language.

114. TSu = Keong Mas berubah jadi Candra Kirana.

TSa = /The golden snail/changed/into/Candra Kirana/
EE EE EE PB

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *keong mas*, *berubah*, dan *jadi* in the source language is translated using the established equivalent technique into *the golden snail*, *changed*, and *into* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

115. TSu = "Inu Kertapati, ini aku," ujarnya.

TSa = "/Inu Kertapati,/here I am, "/she/said/
PB EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *ini aku*, *ujar*, dan *nya* in the source language is translated using the established equivalent technique into *here I am*, *she*, and *said* in the target language. Meanwhile, the word *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

116. TSu = Betapa terkejutnya Inu Kertapati.

TSa = /Inu Kertapati/stunned for a long while/
PB P

Discussion → In the data above, the translator applies two translation techniques, namely *Paraphrase (P)* and *Pure Borrowing (PB)*. The word *betapa terkejutnya* the in the source language is translated using paraphrase technique into *stunned for a long while* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Meanwhile, *inu kertapati* in the source language is still translated into the word *inu kertapati* in the target language using the pure borrowing.

117. TSu = "Kamu benar-benar Candra Kirana!"

TSa = "/It was really you,/Candra Kirana!"/
EE PB

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The word *kamu benar-benar* in the source language is translated using the established equivalent technique into *it was really* you in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

118.TSu = Candra Kirana lalu menceritakan semuanya pada Inu Kertapati.

TSa = /Candra Kirana/then/told everything/that had happened to her/to Inu Kertapati/
 PB EE EE P PB

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Paraphrase (P)*, and *Pure Borrowing (PB)*. The words *lalu* and *menceritakan semuanya* in the source language is translated using the established equivalent technique into *then* and *told everything* in the target language. Meanwhile, the word *pada* the in the source language is translated using paraphrase technique into *that had happened to her* the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all. Then, *inu kertapati* in the source language is still translated into the word *to inu kertapati* in the target language using the pure borrowing.

119.TSu = "Ooh, pantas saja Nenek Sihir itu menyamar jadi burung gagak dan mengganggu perjalananku," kata Inu Kertapati.

TSa = /"Ooh,/that explains/why/the witch/disguised herself/as/a/crow/and/disturbed/
 PB EE EKS EE EE EE EKS EE EE EE
my journey/to find/you,"/said/Inu Kertapati/
 EE EKS EKS EE PB

Discussion → In the data above, the translator applies four translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)* and *Pure Borrowing (PB)*. The words *pantas saja, nenek sihir, menyamar, jadi, burung gagak, dan, mengganggu, perjalananku,* and *kata* in the source language is translated using the established equivalent technique into *that explains, the witch, disguised herself, as, crow, and, disturbed, my journey,* and *said* in the target language. Meanwhile, the words *why, a, find,* and *you* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the words *Ooh* and *inu*

kertapati in the source language is still translated into the words *Ooh* and *inu kertapati* in the target language using the pure borrowing technique.

120.TSu = Candra Kirana amat terharu mendengar perjuangan calon suaminya itu untuk mencari dirinya.

TSa = /Candra Kirana/was touched/by the struggles/that her future husband/had

PB

EE

EE

EE

undergone/to find/her/

EE

EE

EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *amat terharu, mendengar perjuangan, calon suaminya itu, untuk, mencari, dan dirinya* in the source language is translated using the established equivalent technique into *was touched, by the struggles, that her future husband, had undergone, to find,* and *her* in the target language. Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

121.TSu = Inu Kertapati mengajak Candra Kirana pulang ke istana.

TSa = /Inu Kertapati/asked/Candra Kirana/to go back/with him/to the palace/

PB

EE

PB

EE

EKS

EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*, and *Explicit (Eks)*. The words *mengajak, pulang, and ke istana* in the source language is translated using the established equivalent technique into *asked, to go back, and to the palace* in the target language. Meanwhile, the words *inu kertapati* and *candra kirana* in the source language is still translated into the words *inu kertapati* and *candra kirana* in the target language using the pure borrowing technique. Then, the words *with him* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

122.TSu = Di sana, mereka disambut gembira oleh semua rakyat.

TSa = People merrily welcomed them/

RED P

Discussion → In the data above, the translator applies two translation techniques, namely *Reduction (Red)* and *Paraphrase (P)*. The word *disana* include in reduction technique in the source language it means, is not translated in the target language, this is due to the removal of the message in the target language and is not partially translated, but the message is not conveyed in other translations in the target language. Meanwhile, the word *mereka disambut gembira oleh semua rakyat* in the source language is translated using paraphrase technique into *people merrily welcomed them* in the target language it means, paraphrasing technique is a lexical change that makes the target language form longer than the source language, but does not change the meaning at all.

123.TSu = Dewi Galuh pun terkejut melihat kedatangan Candra Kirana.

TSa = Dewi Galuh/was shocked/to see/Candra Kirana's/return/

PB EE EE PB EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *pun terkejut, melihat, dan kedatangan* in the source language is translated using the established equivalent technique into *was shocked, to see, and return* in the target language. Meanwhile, the words *dewi galuh* and *candra kirana* in the source language is still translated into the words *dewi galuh* and *candra kirana* in the target language using the pure borrowing technique.

124.TSu = "Kakak," Candra Kirana memeluk Dewi Galuh penuh sayang dan rindu.

TSa = "Sister,"/Candra Kirana /embraced/Dewi Galuh/full of love/and/longing/

EE PB EE PB EE EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *kakak, memeluk, penuh sayang, dan, dan rindu* in the source language is translated using the established equivalent technique into *sister, embraced, full of love, and, and longing* in the target language. Meanwhile, the words *candra kirana* and *dewi galuh* in the source language is still translated into the words *candra kirana* and *dewi galuh* in the target language using the pure borrowing technique.

125.TSu = Dewi Galuh jadi malu.

TSa = /Dewi Galuh/felt/embarrassed/

PB EKS EE

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*, and *Explicit (Eks)*. The word *jadi malu* in the source language is translated using the established equivalent technique into *embarrassed* in the target language. Meanwhile, the word *dewi galuh* in the source language is still translated into the word *dewi galuh* in the target language using the pure borrowing. Then, the word *felt* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

126.TSu = Dia mengakui semua perbuatannya pada adiknya itu.

TSa = /She/admitted/all bad things/she/had done/to her sister/

EE EE EE EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *dia*, *mengakui*, *semua perbuatannya*, *pada*, *adiknya*, and *itu* in the source language is translated using the established equivalent technique into *she*, *admitted*, *all bad things*, *she*, *had done*, and *to her sister* in the target language.

127.TSu = "Maafkan aku, ya," katanya.

TSa = /"I am so sorry,"/she/said/

EE EE EE

Discussion → In the data above, the translator applies one translation techniques, namely *Established Equivalent (EE)*. The words *maafkanku*, *ya*, and *katanya* in the source language is translated using the established equivalent technique into *I am sorry*, *she*, and *said* in the target language.

128.TSu = Candra Kirana memaafkan kakaknya.

TSa = /Candra Kirana/forgave/her sister/

PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *memaafkan*, and *kakaknya* in the source language is translated using the established equivalent technique into *forgave*, and *her sister* in the target language.

Meanwhile, the words *candra kirana* in the source language is still translated into the words *candra kirana* in the target language using the pure borrowing technique.

129.TSu = Dan, rencana pernikahan pun kembali disusun.

TSa = /And/the plan of/their/wedding party/was once again being discussed/

EE EE EKS EE P

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Explicit (Eks)* and *Paraphrase (P)*. The words *dan*, *rencana*, and *pernikahan* in the source language is translated using the established equivalent technique into *and*, *the plan*, and *wedding party* in the target language. Meanwhile, the word *their* appearing in the target language to add or explicitly detail implied information that is not present in the source language. Then, the word *pun kembali disusun* in the source language is still translated into the word *was once again being discussed* in the target language using the pure borrowing.

130.TSu = Candra Kirana dan Inu Kertapati akhirnya menikah.

TSa = /Candra Kirana/and/Inu Kertapati/eventually/got married/

PB EE PB EE EE

Discussion → In the data above, the translator applies two translation techniques, namely *Established Equivalent (EE)* and *Pure Borrowing (PB)*. The words *dan*, *akhirnya*, and *menikah* in the source language is translated using the established equivalent technique into *and*, *eventually*, and *got married* in the target language. Meanwhile, the words *candra kirana* and *inu kertapati* in the source language is still translated into the words *candra kirana* and *inu kertapati* in the target language using the pure borrowing technique.

131.TSu = Mereka berdua hidup bahagia, meski sebelumnya harus mengalami banyak rintangan.

TSa = /They/lived happily/ever after, no matter how many difficulties/they/had

EE EE P EKS

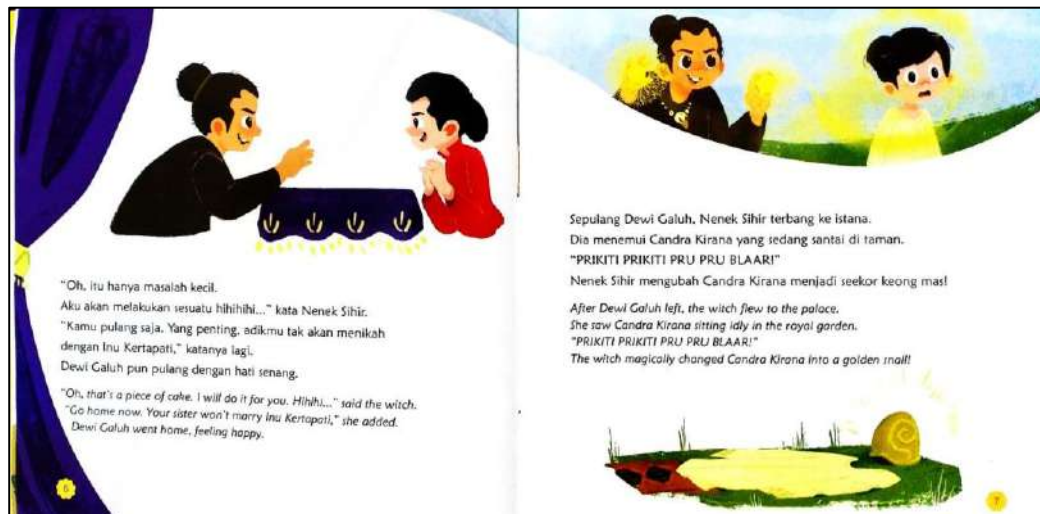
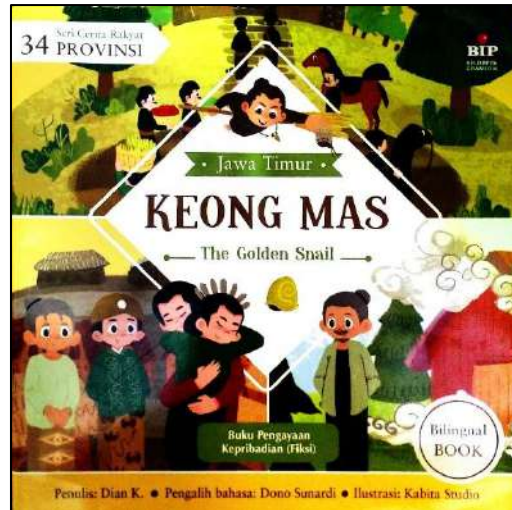
undergone before/

P

Discussion → In the data above, the translator applies three translation techniques, namely *Established Equivalent (EE)*, *Paraphrase (P)*, and *Explicit (Eks)*. The words *mereka* and *berdua hidup bahagia* in the source language is translated using the established equivalent technique into *they* and *lived happily* in the target language. Meanwhile, the word *harus mengalami banyak rintangan* and *meski sebelumnya* in the source language is still translated into the word *ever after no matter how may difficulties* and *undergone before* in the target language using the pure borrowing. Then, the word *they* appearing in the target language to add or explicitly detail implied information that is not present in the source language.

Appendix 10: Documentation

Folklore Bilingual Book





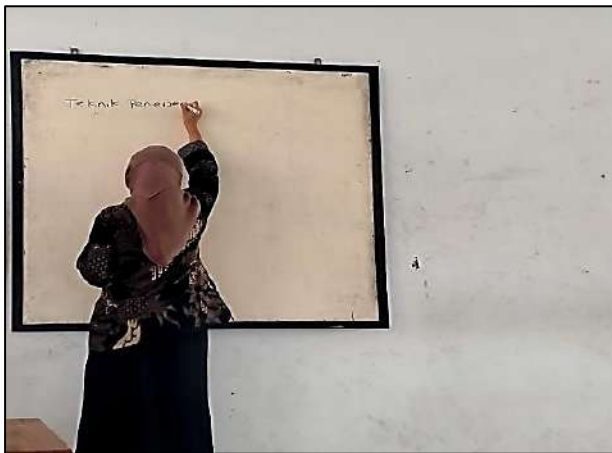
Picture 1. Observation



Picture 2. Documentation of teaching activities in class meeting 1



Picture 3. Documentation of teaching activities in class meeting 2



Picture 4. Documentation of teaching activities in class meeting 3