KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 153/SK/FKIP-UPY/XII/2023

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

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

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		2. Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024.
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Pada tanggal : 4 Desember 2023
Dekan

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THE USE OF MOTIVATIONAL WORD TRANSLATION POSTERS IN LEARNING VOCABULARY FOR GRADE X STUDENTS AT MA JABAL NUR

UNDERGRADUATE THESIS

Written by:

Afrinda Tizrah

19144700013

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PGRI YOGYAKARTA
2023**

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UNDERGRADUATE THESIS

Submitted to
University of PGRI Yogyakarta
As a Partial Fulfillment of the Requirements
of Degree Program

Written By:

Afrinda Tizrah

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF PGRI YOGYAKARTA

2023

ABSTRACT

This study aims to: (1) find out students' perceptions of the use of motivational word translation posters in vocabulary learning at MA Jabal Nur; and (2) determine the translation techniques used in the use of poster translation of motivational word.

This research used a qualitative method where the data collection was done by observation, interview, and documentation so that it could explore more deeply related problems found at MA Jabal Nur about the limited vocabulary of students. The subjects of this research are students in grade X at MA Jabal Nur. The object of this research is to use English language learning to increase students' vocabulary by using motivational word translation posters that are pasted all over the walls of MA Jabal Nur classrooms.

The results of this study indicate that it can have a positive influence on students at MA Jabal Nur NTT. It can help in developing vocabulary memorization, whether it increases vocabulary by one word, two words, or even three words at once by using poster media. This is evidenced by the results of interviews with students in class X conducted by MA Jabal Nur. 19 students said it was very helpful to increase student vocabulary, and 1 student is quite difficult to memorize because he forgets quickly, but after the poster media posted by the researcher, it took days to remember the vocabulary he read repeatedly. While one student finds it difficult to understand learning English, the student is quite capable of recognizing English vocabulary, but knowing or memorizing the source language is very difficult for him. As for the techniques used in the translation poster media, among others: Established equivalence techniques as much as 223 or around (78.0%), while amplification techniques as much as 20 or around (7.0%). Pure borrowing technique as much as 4 about (1.4%) and natural borrowing 3 about (1.0%)

Keywords: Poster Media, Translation, Vocabulary

APPROVAL

THE USE OF MOTIVATIONAL WORD TRANSLATION POSTERS IN LEARNING VOCABULARY FOR GRADE X STUDENTS AT MA JABAL NUR

This Undergraduate Thesis Has Been

Approved For Examination

Yogyakarta, ll August 2023

Supervisor
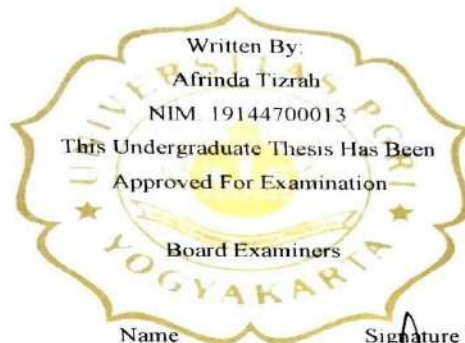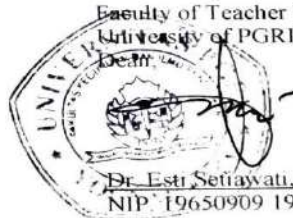
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NIS. 19830609 2013101 002

RATIFICATION

THE USE OF MOTIVATIONAL WORD TRANSLATION POSTERS IN LEARNING VOCABULARY FOR GRADE X STUDENTS AT MA JABAL NUR

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Who made the statement

Afrinda Tizrah

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MOTTO AND DEDICATIONS

MOTTO

Don't stop when you are tired, but stop when you are done

DEDICATION

This undergraduate thesis I dedicated to:

1. My Father Neho, and My Mother Siti Almia have struggled to provide opportunities for their children to continue their education at the undergraduate level. the endless prayers, support and energy they provide, there is no way I can repay them with just words of love and offerings. Hopefully, this will be the smallest part of the beginning for you to be happy, because I realize that so far I have not been able to make you happy and give my best.
2. My Brothers (Jul Jaifin, Munawir Sejali, Ahmad Khudri) and My Sisters (Nurmiyanti, Sanati Fatmami, and Sarawa Afaf). who always provide motivation and support to me. in terms of words, pocket money, and others. Hopefully, we can give a happy surprise to our parents in the future.
3. My beloved Almamater

ACKNOWLEDGEMENT

The author fully realizes that in the preparation of this thesis there are still many shortcomings. therefore, the author hopes for constructive criticism and suggestions for the improvement of this thesis. Hopefully this thesis is useful for readers in general and the academic community of the Faculty of Teacher Training and Education, University of PGRI Yogyakarta Aamiin

Yogyakarta, 28 August 2023

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Education is a process that aims to influence learners in such a way that they adapt themselves as well as possible to their environment and thus bring about changes in themselves that allow them to function in community life. Therefore, how important education is established as a place to broaden the knowledge of students. The education discussed in this study is about formal education. In formal education, various subjects will be taken by students. One that is focused on by researchers is English language subjects. English is a foreign language that is interesting to learn and used as a means of communication in many countries.

It also facilitates various elements such as education, hospitality, business, economy, etc. It helps in communication and the establishment of cross-border cooperation in various fields. Considering the value of learning English students need to master specific English skills such as reading, listening, speaking, and writing. To acquire these skills, students must have a lot of vocabulary already stored in their memory.

M. Subiyakti (1995) in a journal entitled English, Growing Globally from the Language of the Oppressed to the Language of Intellectual Needs, states that rich vocabulary and confidence in language rules are key goals that make people more confident in speaking English. Vocabulary is the key to

being able to communicate and make sentences. If students do not recognize a vocabulary, of course, they are also unable to translate the meaning of words or readings. They still feel unfamiliar with *Evach Goodies*. Different treatment in the teaching and learning process needs to be done to reduce the level of difficulty experienced by students in learning English. Due to the importance of English, vocabulary is an essential part of learning and mastering English. Therefore, students need to master a lot of vocabulary before they can move on to other things, such as other aspects of grammar.

The researcher has made observations with the following results: students have difficulty in learning or mastering English vocabulary. Based on interviews with students revealed that: First, students' interest in English is lacking because the learning is conventional learning. Which only focuses on listening to the teacher's explanation, second, other students find it difficult to understand the material because the teacher only focuses on textbooks such as mainstream media. Third, students have limited vocabulary, so it makes students confused and do not understand when reading books. Fourth, because teachers only use textbooks to explain the material, the learning process becomes uninteresting.

As the problems found in the field, the researcher tried to overcome them by applying innovative media that can make students interested in learning English and help students acquire vocabulary easily. Therefore, the researcher used one of the media. The media in question is the media poster

translation of motivational words, namely English as the source language and Indonesian as the target language, as a medium of vocabulary learning in Class X MA Jabal Nur. With the target language, it is easier for students to know the meaning or intent of the source language words.

As for the motivational words of this study, the researcher took from one of the accounts *Evach Goodies* on Instagram. In the post of the *Evach Goodies* account, the author of the account user uploads expressions of feelings, quotations, satirical complaints, and others. Researcher found that some motivational word and phrases build, or encourage many people, and those who know the account have more than 100 thousand followers. So it is familiar to Instagram users to know the account. The posts uploaded have reached more than 900 posts. Then the *Evach Goodies* account uploads more quotes to express feelings towards others. And those who like every post of these *Evach Goodies* are many, up to thousands, compared to comments. Comments from followers of this *Evach Goodies* account are in the form of words, or the form of emoticons according to the feelings felt.

The examples of expressions of feelings in the posts of *Evach Goodies* on Instagram in question are as follows.

Figure 1.

The example post uploaded above comes with both the source language and the target language. The author of the post writes the target language in the comments column. The target language used by the author of the post uses a colloquial style and is accompanied by standard language. An example of the source language is *"I love you with my act a little bit weird, but true."* The target language translated by the author of the post is *"aku mencintaimu dengan caraku sendiri, sedikit aneh emang, tapi tulus."* From the word **"emang"** the author of the post uses colloquial language as the target language. In addition, all posts use the same background, which is a black background. In general, every translation has a translation technique that is used. Because posts uploaded by other people have certain purposes and

objectives. Not just uploading to be seen, liked, commented on, or shared by many people.

Based on the results of the analysis found by the researcher, it was found in one of the examples of posts that were uploaded in the Posting *Evach Goodies* in the form of sentences expressing feelings using two translation techniques For example, it can be seen from the following posting of *Evach Goodies*, For example **" I have a sad story too,** no one care **work harder"** it means **"aku punya cerita sedih juga,** ngga ada yang peduli**, lebih semangat lagi."** From examples of sentences expressing feelings for Instagram posts the researcher analyzed and found two translation techniques used in the first sentence, namely: **" I have a sad story too,"** The technique used in this sentence is a **Literal Translation Technique** because it is a literal translation of a word in the source language into the target language, Molina and Albir (2002, 510)

According to Molina and Albir (2002), This literal translation method is much better accepted than the word-for-word translation method. Because the translation has adjusted the arrangement of the words with the structure of the target language. While the second from the word: **"work harder."** This includes examples of **Transposition Translation** Techniques because translation techniques change the grammatical category of the source language in the target language, for example, changing words into phrases. This technique is usually used because of the grammatical differences between the Source Language (SL) and the Target Language (TL).

Based on the explanation above, translation is needed in daily life and is even used to convey a message or information. In general, (Michael, 2000:2) states that translators can be classified into three groups, namely: company-employed translators, part-time translators, and freelance translators.

Translation according to (Cat ford, 1965:1) is an activity that occurs in a language, namely the process of converting text from one language to text in another language. He also states that "Translation is the substitution of words from one Source Language (SL) to another Target Language (TL) with commensurate material rules". According to Nababan, et al (2012), the parameters of a quality translation are measured from three aspects of assessment, namely the accuracy aspect, namely the meaning of the translation contained in the Source Language (SL) is the same as the meaning contained in the Target Language (TL), the acceptability aspect, namely the translation is in accordance with the TL language rules and uses common words, and the readability aspect, namely whether the translation is easy to understand or not.

Based on what is stated above related to what is found in the field, therefore, researcher feels the need to conduct research on "The Use of Motivational Word Translation Posters in Learning Vocabulary for Grade X Students at MA Jabal Nur" to overcome these problems.

B. Identification of the Problems

Based on the background of the problem the researcher identified the following problems:

1. Students had difficulty in learning or mastering English vocabulary

2. Students found it difficult to understand the material

3. Students had limited vocabulary

4. The learning process became uninteresting.

5. Motivational words had not yet determined the translation technique used.

6. Do not use a background that attracts the attention of the reader.

7. The quality of the translation used everyday language style for the target language

C. Limitations of the Problems

Based on the identification of the problems that have been described, the researcher limited the problem**:**

1. Students had difficulty in learning or mastering English vocabulary

2. Motivational words have not yet determined the translation technique used.

D. Formulation of the Problems

Based on the limitations of the problem that has been described, the formulation of the problem in this research is:

1. What are the students' perceptions of the use of motivational word translation posters in vocabulary learning at MA Jabal Nur?

2. What translation techniques are used in the use of poster translation of motivational word?

E. The Objective of Research

Referring to the formulation of the problem above, the objectives to be achieved in this research are:

1. To find out students' perceptions of the use of motivational word translation posters in vocabulary learning at MA Jabal Nur.

2. To determine the translation techniques used in the use of poster translation of motivational word.

F. Benefits of Research

This research is expected to provide benefits both theoretically and practically.

a. Theoretical Benefits

Theoretically, the benefits expected by researchers are that it can contribute knowledge as material for further research, and can add insight and understanding of students to increase English vocabulary by using motivational words translation posters.

b. Practical benefits

1. Benefits for students

By utilizing poster media in learning English in the vocabulary aspect, the researcher hopes that students will master English vocabulary and be able to implement it into sentences.

2. Benefit for teachers

   As an additional source of knowledge and as a tool in the teaching and learning process for vocabulary mastery for students.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Poster

a. Definition Of Poster

According to Sabri (in Musfiqon, 2012: 85), a poster is a depiction that is intended as a notification, warning or interesting presentation that usually contains images. Posters are images that combine visual elements such as lines, images, and words to attracting attention and convey messages (Sri Anitah, 2008: 12). A poster is a visual combination of design, color, and a strong message that aims to attract the attention of passersby, but long enough to embed important ideas in their memories (Nana Sudjana and Ahmad Rivai, 2010: 51).

Based on the above views, The researcher can conclude that poster media is mostly a message written both in pictures and writing, which aims to attract the attention of many people so that the message conveyed is easily accessible to others. Posters are short messages in the form of images that aim to arouse someone's interest in something or influence something. Posters cannot teach a lesson by themselves, due to the limitations of words. A poster is more suitable if it is intended as a follow-up to a message that was delivered some

time ago. Thus, the purpose of a post is to remind the reader and direct certain actions according to the communicator's wishes.

b. The advantages of poster media

The advantages of poster media are as follows: (1) it can facilitate and accelerate understanding of the message presented. (2) It can be equipped with colors so that it is more attractive to students. (3) The form is simple without the need for special equipment and easy to place, requiring little additional information. (4) It is easy to make, and the price is cheap.

c. The weaknesses of poster media

The weaknesses of poster media are as follows: (1) It requires special skills in its manufacture. (2) Reading skills are needed to understand the contents of the poster. (3) Presentation of messages only in the form of visual elements

2. Translation

a. Definition of translation

According to the Cambridge Dictionary, translation is the activity or process of converting words in one language into words in another with the same meaning. According to Catford (1969:20), translation is the transition of text documents in one language (the source language) with equivalent text documents in another language (the target language). According to Nida and Taber (1969: 12), the

translation should produce natural words that are closest to the equivalent of the source language of the message in the recipient language, first the meaning and then the language style.

Translation is the process of changing the source language to produce the same language in the target language. Translation has the form or practice of translation activities. The first form is a written translation, with the product in the form of written documents such as books in the fields of science, technology, law, and travel documents, as well as fiction books such as novels, poetry, and more. After that, the second form is an oral translation, and the product is oral (the translation is done in an international meeting, a conversation between two people in different languages).

Based on the description above, both translations have an important role in everyday life up to the year in the state. Based on advances and technological developments, quickly and cheaply However, translating is not an easy thing. Many problems are faced because translation is not as simple as converting text from the source language to the target language and vice versa. In fact, an expression is not always equivalent in another language. For this reason, translators must know and master the knowledge and theories that underlie translation actions and skills in order to overcome the problems encountered in translation activities.

b. Types of translation technique

There are 18 translation techniques that I can collect from Molina and Albir's (2002, 2002) translation techniques:

1. Adaptation

    Adaptation is a translation technique that adapts the content of the source language to the cultural elements of the target language. This can be done because the cultural elements of the source language are not found in the target language, or on the grounds that the cultural elements in the source language are more familiar and easily accepted or digested by the target reader.

    For Example:

    SL: Make hay while the sun shines. Sincerely yours, dear sir

    TL: Sedia payung sebelum hujan, Hormat saya, Dengan hormat

2. Amplification

    Amplification is a technique used by paraphrasing implicit information from the source language into the target language. It gives more detailed information about the source text.

    For example:

    SL: The five are my friends; they are on the way now.

    TL:Sandi, Luna, Cia, Adit, and Jani adalah temanku; mereka sedang diperjalanan menuju kemari.

3. Borrowing

Borrowing is a strategy that uses source language words in the target text. This technique aims to keep the source language as an appreciation of the source text, if there is no suitable equivalent for the target language words. There are two types of borrowing in this technique, namely: pure borrowing and naturalized borrowing. Pure borrowing is borrowing that does not change anything from the source language, and the second is Naturalized Borrowing is a borrowing technique that is adapted to the spelling of the target language.

Example of pure borrowing:

SL: hard disk, mixer, mall

TL: hard disk, mixer, mall

Example of Naturalized Borrowing

SL: Computer, Television, Information

TL: Computer, Television, Information

4. Calque

Molina and Albir (2002, 510) define literal translation as the literal translation of foreign words or phrases; it can be lexical or structural. This technique is almost similar to borrowing, but the difference is that the translator uses this calque technique to bring the atmosphere of the source language (SL) into the target language (TL), but the target language also has meaning from words that were translated using the calque technique. If

borrowing is used when the target language does not have an equivalent word, then calque is used when the word still has the equivalent meaning but the translator tries to keep it for the sake of bringing the atmosphere of the source language into the target language setting.

For example:

SL: Weekend, Secretariat General, Vice President

TL: Akhir Pekan, Sekretaris Jendral, Wakil Presiden

5. Compensation

According to Molina Albir (2002, 510), compensation translation techniques are done by conveying a message to another part of the translation. This is done because of the influence of style on the source language, which cannot be applied to the suggestion language.

For example:

SL: a pair of scissors

TL: Sebuah gunting

6. Description

Description is a translation technique that involves replacing a term or expression with a description or in a way that is explained in more detail, according to Molina and Albir (2002, 510).

For example:

SL: I would like to have vodka tonight.

TL: Saya ingin minum Vodka (sejenis munuman yang mengandung kadar alkohol yang tinggi, bening tidak berwarna seperti air mineral, biasanya terbuat dari hasil penyulingan kentang yang difrementasi dan didistilasi) malam ini.

7. Discursive creation

According to Molina and Albir (2002, 510), Discursive creation means that this technique displays an unexpected or never-before-thought-of equivalence previously thought of or can also be called out or different from existing context. This translation technique is usually used by translators to translate book titles or movie titles.

For example:

SL: Ronggeng Dukuh Paruk, Catching Fire

TL: The Dancer, Tersulut

8. Established equivalence

According to Molina and Albir (2002, 510), Translation uses this technique when there is a similar situation expressed in a different phrase or sentence. This technique is also called the common translation technique, where the translator uses expressions that are found in a dictionary or that are commonly used in everyday life.

For example:

SL: Overseas from coast to coast, Sincerely Yours

TL: Menyebrangi setiap lautan, Hormat Kami

9. Generalization

Generalization is a technique of translation using more general or neutral terms in the target language, according to Molina and Albir (2002, 510).

For example:

SL: Cushion, tinted moisturizer, BB cream, CC cream

TL: Alas Bedak

10. Linguistic amplification

According to Molina and Albir (2002, 510), linguistic amplification is one technique of translation that adds linguistic elements to the target language. This text is usually used in a consecutive oral translation.

For example:

SL: Pardon me?

TL: Dapatkan Anda mengulangi perkataannya?

11. Linguistic compression

According to Molina and Albir (2002, 510), This technique is a technique that summarizes the meaning of source language. which aims to streamline a translation. This technique in general used in spontaneous translation and subtitling.

For example:

SL: Let me know you

TL: Ketahuilah

12. Literal translation

This translation technique is done by translating the source language (SL) text into the target language (TL) directly with a little adjustment in the target language, according to Molina and Albir (2002, 510).

For example:

SL: I have a car.

TL: Aku punya sebuah mobil

13. Modulation

According to Molina and Albir (2002, 510), modulation is a translation technique that changes the point of view, focus, or cognitive category in the source language text, either lexically or structurally.

For example:

SL: **You can take the leg off,** and that might stop it, though I doubt it.

TL: **Potong saja kakiku ini** dan mungkin aku akan lebih tenang, walau aku tidak yakin itu.

14. Particularization

Molina and Albir (2002, 510) argue that particularization is a translation technique that uses more specific or specific words; this technique is in contrast to the generalization technique.

For example:

SL: She tries to start having Zumba **exercises** every Sunday morning.

TL: Dia mencoba untuk memulai **senam** Zumba setiap hari minggu pagi.

15. Reduction

This technique of translation compresses the translation results into the target language (TL), according to Molina and Albir (2002, 510).

For example:

SL: Bali is one of my favorite tourist destinations; it is also called the heaven of the world.

TL: Bali, dikenal juga dengan sebutan surga dunia.

16. Substitution

Molina and Albir (2002, 510) argue that the substitution technique is one of the translation techniques that replaces linguistic elements with paralinguistic elements such as intonation or the low pitch of a voice or signal.

For example:

SL: He raises his voice.

TL: Dia marah

17. Transposition

Transposition is a translation technique that changes the grammatical categories in the source language into the target language, for example, changing a word into a phrase, which is usually caused by a difference between the source grammar and the target language grammar. This strategy is used to translate sentences. The translator changes the structure of the source text to match the target text, usually due to a difference between the source grammar and the target language grammar.

For example:

SL: Let's get Little Star home to the moon.

TL: Antar bintang kecil supaya kembali ke bulan

18. Variation

Variations in translation techniques, according to Molina and Albir (2002, 511), are techniques that change the linguistic or paralinguistic elements that affect the linguistic variation, like changes in tone in text, danger style, social dialect, and geographic dialect. In general, this technique can be found in the translation of drama or children's literature.

For example:

SL: Don't mind

TL: ga apa-apa

3. Motivation

a. Definition of motivation

According to Sardiman (2005: 73), motivation is the driving force within students that gives rise to learning activities and provides direction to learning activities so that the goals desired by the learning subject are achieved. Meanwhile, according to Ngalim Purwanto (2004: 64–65), whatever humans do, whether it is important or less important, whether it is dangerous or does not contain risks, there is always motivation. This means that whatever action a person takes, there is always a certain motive as an impetus for taking that action. Therefore, every activity that individuals do always has motivation.

Definition of motivation according to experts: Huitt, W. (2001) says motivation is an internal condition or status (sometimes interpreted as a need, desire, or desire) that directs a person's behavior to actively act in order to achieve a goal. Thursan Hakim (2000: 26) suggests that motivation is an impulse that causes a person to take action to achieve a certain goal.

From some of the opinions of the experts above, it can be concluded that motivation is a psychological condition that encourages someone to do something. There are three main components to motivation: needs, drives, and goals. Needs arise when individuals feel there is an imbalance between what they have

and what they expect. Meanwhile, encouragement is the mental strength to carry out activities in order to fulfill expectations. Encouragement is a mental force oriented towards fulfilling expectations or achieving goals, and goals are what an individual wants to achieve. This goal will direct behavior in this case, namely behavior to learn. Motivation can also be interpreted as everything that drives behavior that demands or encourages someone to meet a need.

b. Motivation function

According to Djamarah (2002: 62), motivation is a factor that determines and functions as follows:

1. Encourage behavior or activity.

2. Motivation acts as an indicator of direction, for example, by directing actions to achieve desired goals.

3. Motivation acts as a driving force, i.e., motivation to work is a determinant of fast work.

4. Motivation to work as a tool to achieve a destination

5. The factors that determine the direction of people's actions, namely towards the goal,

6. Action selectors, so human actions are always selectable and focused on the achievable goal.

c. Types of motivation

According to Sardiman, there are two types of motivation: intrinsic motivation and external motivation. In his book, they are as follows:

1. **Intrinsic motivation** is motivation that becomes active or functions without the need for external stimulation because there is already in every individual the desire to do something. As seen in terms of the purpose of learning activities, what is meant by this intrinsic motivation is to achieve the goals contained in the act of learning itself. Therefore, motivation arises from self-awareness with an essential purpose, not just symbols and ceremonies.

2. **Extrinsic motivation** is a motive that actively functions because of external stimuli. For example, someone studying because tomorrow is an exam hopes to get good grades and awards. Therefore, it is not because they want to learn something but because they want to get good grades or praise. Extrinsic motivation can also be said to be a form of motivation in which learning activities are started and continued based on external encouragement that is not absolutely related to learning activities (Sardiman, 2011: 89).

4. **Definition of vocabulary**

Vocabulary: literally, "a list of words or a selection of words or words and phrases, sometimes arranged alphabetically and explained or defined. Based on this definition, vocabulary can be understood as a list

of words and phrases arranged alphabetically with an explanation of their meaning. Hatch and Brown (1995) say that vocabulary refers to a list or collection of words in a particular language or a list or collection of words that can be used by speakers of any language. Based on this statement, vocabulary can be defined as all the words that everyone knows or uses, and these are all the words in a particular language. Cameron (2001) argues that vocabulary is a language skill area that plays an important role for learners in mastering a language. This statement emphasizes the importance of vocabulary in knowing a language.

According to Linsen (2006), vocabulary is a collection of words that a person knows. The statement explains that vocabulary is a collection of words that a person knows. Wardani (2015) says that vocabulary is an important part of language because it is reflected in all language skills, including listening, speaking, reading, and writing. From this statement, it can be concluded that vocabulary is an important factor in language because it is needed for speaking, reading, and writing. This means that a person's poor speaking skills are closely related to their vocabulary. Based on the description above, it can be concluded that vocabulary is all the words that exist somewhere that a person hears, speaks, reads, writes, and knows.

B. Review Of Previous Study

The review of previous research on translation and media to improve or increase students' English vocabulary is useful for knowing how research

methods and research results were carried out previously. Previous research is used as a benchmark for researchers to write and analyze a study. The purpose of previous studies was to find out whether the steps taken by the author were wrong or right and to get comparison and reference materials. In addition, to avoid any assumption of similarity with this research, So in this literature review, researchers summarize the results of previous studies as follows:

1. Research conducted by Djuria Suprato (2013) entitled "Analisis Penerjemahan Kalimat Pasif Bahasa Inggris Ke Dalam Bahasa Indonesia Pada Novel Morning, Noon, and Night Karya Sidney Sheldon The study shows that not all passive sentences in the source language can be translated into passive sentences. However, the sentence can be translated as an active sentence because of the meaning contained in it.

2. Research result Hidayat, Farid (2014), entitled An Analysis of Translation Procedure Applied In Translating The Book "The Future Of The Past" From English Into Indonesian This study focuses on the translation procedures applied in translating the book The Future of the Past from English into Indonesian using Google Translate, while the findings show that the results of Google Translate are able to translate words. In addition, the quality of Google Translate's translation is not good when translating phrases, sentences, and translated sentences because their meanings are not conveyed well, so before using Google Translate to translate phrases, sentences, and translated sentences, Google Translate users should double-check the translation results.

Based on the results of previous research, the researcher can determine the similarities and differences between the previous research and the current research. The similarity between this research and the previous research is that they both examine translation. What distinguishes this research from the previous research is that this research analyzes the translation of scientific works such as books, novels, and articles:

1. Analyzing the translation of passive sentences in "the novel morning, noon, and night" by Sidney Sheldon

2. An analysis of the translation procedure in translating the book "The Future of the Past"

3. Ayu Suryaningrat (2019), entitled An *Analysis of the Language Style of Najwa Zebian Motivational Quotes on Instagram,"* This study focuses on knowing the style of the Najwa Zebian (NZ) language and determining the meaning of the quotes used in NZ motivational quotes on Instagram. The equations of previous studies with this research are as follows:

   a. The object under study is the same. Analyzing the word motivation on Instagram.

   b. The types and methods of the research approach used both use descriptive qualitative methods.

   The difference between previous research and this study is that the former focuses on the language style used in motivational words, while the latter

focuses on determining the translation techniques used in poster media translations of motivational words in two languages.

4. Hanan Dhia Alsalihi (2020), entitled" Posters in Vocabulary Learning," This researcher focused on vocabulary teaching using posters, which proved to be more beneficial for secondary school students compared to teaching without using posters. The adequacy of the use of posters is evident in developing students' memorization and writing skills for 2nd grade high school students in Baghdad. The equation of this study is both using poster media as an effort to develop students' ability to memorize English vocabulary and

    The difference between the previous research and the current research is that the previous research only examined the teaching of vocabulary using poster media. In the current study, in addition to researching how to develop students' vocabulary skills, the researcher also determines the translation techniques used in the translation of motivational words into two languages.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type and Approach

Methods are indispensable in a study because they are a way to achieve the problem's goal. Therefore, the steps to achieve the goal of the problem must be relevant to the problem that has been formulated. The approach used in this research is a qualitative approach with descriptive research.

This research was conducted using qualitative and descriptive methods. Sugiyono revealed that qualitative descriptive research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions (as opposed to experiments), where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive or qualitative, and qualitative research results emphasize meaning over generalization. The qualitative descriptive method aims to describe, explain, and answer in more detail the problems to be studied. Then the researcher must also have a broad insight so that he can ask the students of class X at MA Jabal Nur, to document directly what happens after the poster media is affixed to the classroom.

B. Time And Place Of Research

This research was conducted at MA Jabal Nur, Watu Lendo Kec, Lembor Kab, West Manggarai, and East Nusa Tenggara. The implementation of this research was carried out in April–May 2023.

C. Data Setting and Source

The data obtained for bilingual motivational words to be used as a translation poster in student vocabulary learning was taken from one of the *Evach Goodies* accounts on Instagram. In the posts of the *Evach Goodies* account, the author of the account uploads expressions of feelings, quotations, satire, complaints, and others. A researcher found that there are motivational words and expressions that build or encourage many people. Meanwhile, the account has 100 thousand followers. Uploaded posts have reached more than 900. Then the *Evach Goodies* account uploads more quotes to express feelings towards others. And who likes every post of these *Evach Goodies* a lot, up to thousands, compared to comments? Starting from this, the author began to collect data from the field in the form of screenshots that contain motivational words and can give encouragement to readers. Data that is a screenshot of the source language (English) and, at the same time, the target language (Indonesian) in the comments column. Postinagn uses motivational words that get as much as 30 screenshots, which are then processed further so that they are used as poster media to be affixed to the classroom of MA Jabal Nur students.

The examples of screenshot data and media posters translating motivational words in two languages from one of the *Evach Goodies* accounts on Instagram are as follows:

Figure. 2

Figure. 3

D. Technique of Collecting Data

Data collection techniques are the processes and methods used by researchers to obtain the data. Every research project, be it qualitative or quantitative, certainly uses techniques to collect the data needed. The purpose of this is to help researchers obtain authentic data.

The data required in this study were obtained by using the following methods:

1. Observation

According to Sugiyono (2019), observation is the basis of all science; through observation, researcher learn about behavior and the meaning of that behavior. This method is used to directly observe events or phenomena that become the focus of research. Before going in for research, researchers went directly to school by observing objects both in and outside the classroom.

Researcher observation time schedule 17/04/2023: First day observation as well as self-introduction and researcher goals for 15 minutes before starting English learning in class X at MA Jabal Nur. 18/04/2023, the second day of observation, as well as pasting posters at recess. 18/04/2023: continued poster pasting. Researchers activities in April for 3 days were filled with observations as well as pasting posters in every room of MA Jabal Nur. While March 5, 2023, was filled with asking the class teacher to explain the motivational word from the researcher

poster before starting teaching and learning activities, observations were made when students were carried out during lessons, during breaks, in hangouts, libraries, and other places.

2. Interview

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer, who asks questions, and the interviewee, who answers the questions. According to Esterberg in Sugiono (2019), an interview is a meeting of two people to exchange information and ideas through questions and answers so that meaning can be constructed on a topic.

The interview technique used by the researcher in this study is based on the type of interview and the way of implementation using the type of unstructured interview. According to Sugiono (2019), unstructured interviews are free interviews where research does not use interview guidelines that have been arranged systematically and completely for data collection. While the type of interview based on the source of the researcher using group interviews and individual interviews with students of class X at MA Jabal Nur. As explained by May (1993), group interviews are valuable instruments for researchers who focus on group normality or dynamics around the issue to be studied. And for individual interviews, an interview is conducted with someone at a certain time to get the data needed.

The equipment used by researchers to collect data includes notebooks, cellphones for recording, and cellphones for documentation. While the time schedule for interviews conducted by researcher with students is May 5, 2023, interviewing one student who is near the house On May 6, 2023, researchers interviewed one student who was sick. On May 8, 2023, a researcher conducted direct interviews with X social studies class students at MA Jabal Nur School during a subject whose teacher could not attend.

3. Documentation

According to Sugiyono (2019), documents are records of events that have passed in the form of writings, pictures, or monumental works of a person. Document study is a complement to the use of observation and interview methods in qualitative research.

For one day, namely April 5, 2023, the researcher conducted documentation that became evidence for this research. The documentation technique in question includes the organizational structure, purchase reports, inventory records, and purchase reports made at the company, as well as researcher activities when conducting observations and interviews. Because researchers want to present more complete data and provide evidence in this study, Documentation in this study includes the profile of MA Jabal Nur School, which is in West Manggarai Regency; researcher field notes; data on student names; and photos of MA Jabal Nur social studies class X students. and so on. This technique explains more about the

atmosphere of the research process. This method is necessary because it adds value to what is documented.

E. Technique of Analysis Data

After the required data is obtained, the researcher will analyze the rare data. Analyzing this data is the most important step to getting answers to the problems to be solved. Merurut Sugiyono (2017, 480) explains that data analysis is a process of organizing and sorting data into the form of choosing which data is important and can be studied, as well as making conclusions that can be told to others. In qualitative data analysis, there are three processes: reduction, data presentation, and conclusions or data verification.

1. Data reduction

    One method of qualitative data analysis is data reduction. Data reduction, according to Sugiyono (2013, p. 338), is an analytical method that sharpens, classifies, directs, discards unnecessary information, and organizes knowledge in such a way as to make it possible to draw final conclusions. Reduction need not be viewed as a quantity of data. Data reduction in this study will be focused on by the researcher to analyze motivational words in *Evach Goodies* Instagram account.

2. Data display

    After the data is reduced, the next step is to display it. Qualitative research involves the presentation of activity data that may draw conclusions when a collection of information is compiled. According to

Miles and Hubberman (in Sugiyono 2013, p. 314), it makes it easier to understand what happened by showing the details and scheduling your next work based on what you understand. There are rarities carried out by researchers in analyzing data:

1. Collect screenshot data.

2. Determine the translation technique applied to motivational word from English into Indonesian.

3. If it has been determined, the impact of applying the technique on the quality of the translation of motivational word can be explained.

4. Presenting data in the form of a descriptive report

3. Conclusive Drawing/Verification

At this stage of drawing conclusions, according to Miles and Huberman, it is only part of one activity in a complete configuration. The conclusions were also verified during the research. Verification may be as short as a rethink that goes through the mind of the analyzer (researcher) while he is writing, a review that is done by reading many times the motivational word in the *Evach Goodies* account on Instagram to find the problem to be solved, or extensive efforts to place a copy of a finding in another data set.

This makes it easier for researcher to determine the techniques used in these motivational words and their impact on the quality of their translation. Then the meanings that emerge from the other data must be

tested for their truth, robustness, and suitability, which is their validity. The final conclusion does not only occur during the data collection process but also needs to be verified so that it can truly be accounted for.

CHAPTER IV

FINDING AND DISCUSSIONS

A. Description of the Research Location

MA Jabal Nur is a private Islamic foundation, Madrasah Aliyah, located in Watu Lendo, Lembor District, West Manggarai Regency, NTT Province. Jabal Nur itself is the name of the foundation in which there are MIs, MTs, and MAs. And MA Jabal Nur is in the middle of MIs and MTs. Jabal Nur. The location of MA Jabal Nur is in the middle of the Watu Lendo village, which is on the edge of the Wilaya road, which is quite strategic so that it can be reached by public transportation.

From a physical point of view, the building of MA Jabal Nur is quite good. MA Jabal Nur was established in 2002. MA Jabal Nur only has two majors, namely science and social studies. MA Jabal Nur's facilities include:

1. Study rooms (6 classes)

2. Science Laboratory and Computer Lab

3. Library

4. Volleyball court

5. Table tennis court

6. Football court

7. Mushollah

8. School Canteen

9. Boys/Girls Dormitory,

The number of teachers and employees at MA Jabal Nur can be explained in the table below.

Table 1. List of Teachers and Employees at MA Jabal Nur

Name	Position
Adi Suryani, S.Pd	Head of Madrasah
Ismail Jehana, S.Ag., M.Pd.I	Teacher
Setiman, S.Pd	Head. Library
Hadana, A.Ma.	Teacher
Abridin, S.Pd.I	Teacher
Musjanudin, S.Pd	Head, Science Lab
Junaidin, S.Pd	Head of Computer Lab
Zulfahmi, S.Pd	Operator
Titiratiah M.S., S.Pd.	Teacher
Ulfah, S.Pd	Teacher
Jumaidin, S.Pd	Student Waka
Sri Wahyuningsih, S.Pd	Head of Curriculum
Hasriyani, S.Pd	Teacher
Tati Haryati, S.Pd	Waka Sarpras
Junarti, S.Pd	Teacher
Jul Jaifin, S.Pd.	Teacher
Arlin, S.Pd	Bos Fund Treasurer
Hajria, S.Pd	Teacher
Nurhayati Dahyia, S.Pd	Committee Treasurer
Hasrul, S.Pd	Administration
Alamnasryrah, S.Pd	Teacher
Siti Wahida Fitri Atin, S.Pd	Teacher
Rahma Sari Hajar, S.Pd	Teacher
Irwan Suhardi, S.Pd.	Teacher
Nurmiyanti, S.Pd	Teacher
Sufiah, S.Pd	Teacher
Harjasata, S.Pd	Administration
Nining Sulastri, S.Pd.	Teacher
Irwan Suhardi, S.Pd	Teacher
Nurmiyanti, S.Pd	Teacher
Sufiah, S.Pd	Teacher
Harjasata, S.Pd	Administration
Nining Sulastri, S.Pd	Teacher

The total number of students at MA Jabal Nur is 151. There are 78 male students and 73 female students. In each class, the number of students varies. An overview of the condition of students in each class at MA Jabal Nur based on majors can be explained in the table below.

Table 2. Data on the number of students at MA Jabal Nur

Class	IPA	IPS	Amount
	Male	Female	
X	22	25	47
XI	23	21	44
XII	33	27	60
Amount	78	73	151

MA Jabal Nur School is a private Islamic madrassa that prioritizes academic knowledge without leaving the character that is now needed by everyone, especially by educational personnel. MA Jabal Nur has a vision of "realizing an Islamic madrassa superior in achievement and mastering science and technology," which is formulated in the school mission, namely: (1) Creating an Islamic madrassa; (2) Fostering the spirit of excellence in the fields of religion and science and technology; and (3) Implementing an active teaching and learning process and guidance. (4) Increasing achievements in academics, sports, and the arts; (5) Increasing the discipline and responsibility of all madrasa residents; (6) Increasing the ability of human resources to master the basic sciences to support the development of science and technology.

B. Research Finding

1. Explanation data

The data collected by the researcher related to this research comes from one of *Evach Goodies* social media accounts on Instagram. From these findings, the researcher only focused on motivational words uploaded by the *Evach Goodies* account by screenshotting the source language data and the target language. Then the motivational word are transformed into poster media to be used as learning media to develop the memorization of vocabulary by students in class X, at MA Jabal Nur.

Data 1.

SL: If you're tired right now, it's because you have dreams to achieve.

TL:Kalo sekarang kamu lelah, itu karena kamu punya banyak mimpi untuk diraih.

Data 2

SL:If you punish them for telling the truth you teach them to lie

TL: Kalo kamu menghukum mereka karena mengatakan kebenaran.

kamu mengajarkan mereka untuk berbohong.

Data 3

SL: It's okay to give up on your dreams because being realistic. But just never give up on your life okay.

You're worth of happiness:)

TL: Gapapa untuk menyerah dari mimpimu karena menjadi realistis. Tapi jangan pernah menyerah atas hidupmu oke.

Kamu berhak mendapatkan kebahagiaan:)

Data 4

SL: Everything you thought was drowning you actually was teaching you how to swim.

TL:Semuanya yang kamu kira menenggelamkanmu, sebenarnya mengajarimu bagaimana caranya tuk berenang

Data 5

SL: Some goodbyes are not really the end of the story but may be a beginning of a new journey.

TL: Beberapa perpisahan bukan berarti akhir dari sebuah cerita. Tapi mungkin adalah awal dari perjalanan yang baru

Data 6

SL: Everything will make sense one day, learn from your mistakes, but don't beat yourself up about it.

TL: Kamu akan mengerti semuanya suatu saat nanti belajar dari kesalahan, tapi jangan jadikan itu untuk menyakiti kamu

Data 7

SL: Wearing unbranded cheap clothes does not mean you're poor. Remember you have a familly to feed, not a community to impress.

~Emma Waston

TL: Memakai baju murah ngga bermerek bukan berarti kamu miskin, ingat kamu punya keluarga untuk dinafkahi, bukan komunitas untuk disukai

~Emma Waston

Data 8

SL: Pain only leave when it's done teaching you

TL: Luka hanya akan pergi setelah ia selesai mengajarimu

Data 9

SL: Cure your sad soul by making others happy

TL: Obati sedihmu dengan membuat orang lain bahagia

Data 10

SL: The rain is not longer meaningful for plants that are dead for a long time

TL: Hujan ngga lagi berarti untuk tumbuhan yang udah lama mati

Data 11

SL: Everything happens for a reason to teach us something.

We've all been there

TL: Semuanya terjadi ada sebabnya, untuk mengajari kita sesuatu . kita semua pernah mengalaminya.

Data 12

SL: Everything you go through grows you

TL: Semuanya yang sedang kamu perjuangkan membuatmu tumbu

Data 13

SL: 95% of your overthinking it would never be happen, 5% others is not bad ass you think

TL: 95% dari overthinkingmu itu ngga akan pernah terjadi. 5% lainya ngga separah yang kamu kira.

Data 14

SL: I'm an introvert because I like peace, I also could turn out be an extrovert around people who bring me peace.

TL: Aku introvert karena aku suka ketenangan, aku uuga bisa menjadi ekstrovert disekitar orang-orang yang membuatku tenang.

Data 15

SL: I can't wait for the day I start living life, instead of just existing.

TL: Aku ngga udah ngga sabar menunggu hari dimana aku menikmati hidup, ketimbang Cuma sekedar lahir.

Data 16

SL: Never stop being a good person just change who you're good to.

TL: Jangan pernah berhenti jadi orang baik, cuup ubah kepada siapa kamu harus baik

Data 17

SL: If you try, you risk failure. If you don't try you guarantee it.

TL: Kalo kamu mencoba kamu beresiko gagal kalo kamu ngga mencoba, udah pasti kamu gagal

Data 18

SL: Do whatever you want because people always jugde.

But just don't hurt anyone including yourself.

TL: Lakukan apapun yang kamu suka karena orang-orang pasti selalu mengometari tapi jangan menyakiti siapapun termasuk diri kamu sendiri:)

Data 19

SL: Doubt kill more dreams than failure ever will

TL: Keraguan membunuh banyak impian lebih dari yang dilakukan kegagalan

Data 20

SL: I will keep clapping for others happyly until it's my turn

TL: Aku akan terus tepuk tangan untuk orang lain dengan senang hati sampai itu giliranku.

Data 21

SL: Peace over drama distance over disrespect

TL: Ketenangan diatas drama, jaga jarak diatas rasa ngga hormat

Data 22

SL: Silent is the best reply for a food

TL: Diam adalah balasan terbaik untuk orang bodoh

Data 23

SL: Laugh as much as you can, before the tears come to change the atmosphere

TL: Tertawa selagi bisa sebelum air mata datang mengubah suasana

Data 24

SL: Trust the acts not words Words can lie, but act tell you everything

TL: Percaya perbuatan, bukan kata-kata bisa bohong, tapi perbuatan mengatakan semuanya

Data 25

SL: Keep your distance from everything that's holding your back except your responsibility

TL: Jaga jarak dari semua hal yang menghambat kamu kecuali tanggungjawabmu

Data 26

SL: Everything starts with expectations, will end with experiences

TL: Semuanya yang dimulai dengan ekspetasi, akan berakhir dengan pelajaran

Data 27

SL: Forgive the younger you, believe in the current you, build the future

TL: Maafkan dirimu yang dulu, percaya sama dirimu yang sekarang, persiapakan dirirmu dimasa depan

Data 28

SL: Some people will judge you for changing others will celebrate you for growing ,

Choose your circle carefully

TL: Beberapa orang bakalan ngometarin kamu karena kamu berubah, sebagian lainya bakalan pilih lingkunganmu dengan hati-hati

Data 29

SL: Life is fair enough.

If that's can't make you happy, at least it's makes you mature

TL: Hidup itu adil kalo itu ngga membuatmu bahagia, seenggaknya itu membuatmu dewasa

Data 30

SL: Judge less, understand more

TL: Kurang menghakimi, perbanyak memahami

2. Data analysis

In this section, the results of data analysis in determining the techniques used in translating motivational words that will be used as poster media to be affixed at MA Jabal Nur.

The example of determining the techniques used by researcher will be explained through the following data:

Table 3. Data On Translation Techniques

SL	If you're tired right now, it's because you have dreams to achieve.
TL	Kalo/ sekarang/ kamu/ lelah, / itu karena/ kamu/ punya/ mimpi/ ee ee ee ee ee ee ee ee /untuk diraih. / Ee
	(9 = Established Equivalent) = 9 Technique

SL	If you punish them for telling the truth, you teach them to lie

TL	Kalo**/** kamu /menghukum/ mereka/karena/ mengatakan/ kebenaran,/kamu/
	ee **ee** **ee** **ee** **ee** **ee** **ee** **ee**
	mengajarkan/ mereka/ untuk berbohong./
	ee **ee** **ee**

(11= **Established Equivalent)= 11 Technique**

SL	It's okay to give up on your dreams because being realistic. But just never give up on your life okay. You're worth of happiness:)
TL	Gapapa/ untuk menyerah/dari mimpi<u>mu</u>/ karena/ menjadi/ realistis./ Tapi/
	ee **ee** **ee** **ee** **ee** **ee** **nb** **ee**
	jangan pernah menyerah/ atas hidup<u>mu</u>/ oke./ Kamu/ berhak/ mendapatkan/
	ee **ee** **ee** **nb** **ee** **a** **eks.**
	/kebahagiaan:)/
	Ee

(12= **Established Equivalent, 2= Natural Borrowing, 1= Amplification, 1= Eksplisit) = 16 Technique**

SL	Everything you thought was drowning you actually was teaching you how to swim
TL	Semuanya/ yang/ kamu/ kira/ menenggelamkan<u>mu</u>,/ sebenarnya/
	ee **eks** **ee** **eks** **ee** **ee** **ee**
	mengajari<u>mu</u>/ bagaimana caranya/ tuk berenang/
	ee **ee** **ee** **ee**

(9= **Established Equivalent, 2= Eksplisit)= 11 Technique**

SL	Some goodbyes are not really the end of the story but may be a beginning of a new journey.
TL	Beberapa/ perpisahan/ bukan /berarti/ akhir dari sebuah cerita./ Tapi/
	ee **ee** **ee** **a** **ee** **ee**
	mungkin/ adalah awal/ dari perjalanan yang baru/
	ee **ee** **ee**

	(**8**= **Established Equivalent, 1= Amplification**)= **9 Technique**

SL	Everything will make sense one day, learn from your mistakes, but don't beat yourself up about it.

TL	Kamu/ akan mengerti semuanya suatu saat nanti,/ belajar /dari kesalahan,/
	  eks. **a** **ee** **ee**
	 tapi jangan/ jadikan itu untuk menyakiti kamu/
	   ee **a**

	(**3**= **Established Equivalent, 2= Amplification, 1=Eksplisit) = 6 Technique**

SL	Wearing unbranded cheap clothes does not mean you're poor. Remember you have a family to feed, not a community to impress. ~Emma Waston

TL	Memakai/ baju murah/ ngga bermerek/ bukan berarti /kamu/ miskin,/ ingat/
	   ee **ee** **ee** **ee** **ee** **ee** **ee**
	 /kamu/ punya / keluarga /untuk dinafkahi,**/** bukan/ komunitas /
	  ee **ee** **ee** **ee** **ee** **ee**
	  untuk disukai./~Emma W.
	        a

	(**13**= **Established Equivalent, 1= Amplification**)= **14 Technique**

SL	Pain only leave when it's done teaching you
TL	Luka/ hanya/ akan /pergi/ setelah/ ia selesai/ mengajari<u>mu</u>/ **a** **ee** **eks.** **ee** **eks.** **ee** **ee** **ee**
	(**5** = **Established Equivalent, 1= Amplification, 2= Eksplisit) = 8 Technique**

SL	Cure your sad soul by making others happy
TL	Obati/ sedih<u>mu</u>/ dengan/ membuat/ orang lain/ bahagia/ ee ee ee eks. ee ee ee
	(6 = Established Equivalent, 1= Eksplisit) = 7 Technique

SL	The rain is not longer meaningful for plants that are dead **for** a long time
TL	Hujan/ ngga lagi/ berarti/ untuk tumbuhan/ yang/ udah lama/ mati/ ee ee ee ee ee ee ee
	(7 = Established Equivalent, 1= Reduction) = 8 Technique for word **"for"** this is **a reduction technique**

SL	Everything happens for a reason to teach us something. We've all been there

TL	Semuanya/ terjadi /ada sebabnya,/ untuk mengajari /kita /sesuatu./
	     ee ee ee ee ee ee
	kita semua pernah mengalaminya./
	           a

	(6 = Established Equivalent, 1= Amplification) = 7 Technique

SL	Everything you go through grows you
TL	Semuanya/ yang/ sedang kamu/ perjuangkan/ membuatmu tumbuh/ ee eks ee ee a
	(3 = Established Equivalent, 1= Eksplisit, 1= Amplification) = 5 Techniqu

SL	95% of your overthinking it would never be happen, 5% others is not bad as you think.

TL	95% /dari overthinking<u>mu</u>/ itu ngga akan pernah/ terjadi./ 5% /lainya /
	  pb **pb** **ee** **ee** **ee** **pb** **ee**
	ngga /separah /yang /kamu/ kira/
	  ee **ee** **eks** **ee** **ee**

	(8 = Established Equivalent, 1= Eksplisit, 3= Pure Borrowing) = 12 Technique

SL	I'm an introvert because I like peace, I also could turn out be an extrovert around people who bring me peace
TL	Aku/ introvert /karena/ aku /suka/ ketenangan,/ aku/ juga /bisa/ **ee** **pb** **ee** **ee** **ee** **a** **ee** **ee** **ee** menjadi /ekstrovert/ disekitar /orang-orang yang membuatku tenang/ **a** **nb** **ee** **a**
	(8 = Established Equivalent, 1= Nature Borrowing, 1= Pure Borrowing, 3 = Amplification) = 13 Technique

SL	I can't wait for the day I start living life, instead of just existing.
TL	Aku /ngga /udah ngga sabar/ menunggu/ hari/ dimana/ aku/ **ee** **ee** **add** **ee** **ee** **add** **ee** menikmati hidup,/ ketimbang/ Cuma sekedar lahir./ **a** **ee** **a**
	(6 = Established Equivalent, 2= Addition 2= Amplification) = 10 Technique

SL	Never stop being a good person just change who you're good to.

TL	/Jangan pernah berhenti/ jadi orang baik,/ cukup/ ubah/ kepada/
	          ee **ee** **add** **ee** **add**
	siapa/ kamu/ harus baik/
	  ee **ee** **ee**

	(6 = Established Equivalent, 2= Addition) = 8 Technique

SL	If you try, you risk failure. If you don't try you guarantee it
TL	Kalo/ kamu/ mencoba/ kamu/ beresiko/ gagal/ kalo/kamu/ ngga/ mencoba,/ **ee ee ee ee ee ee ee ee ee ee** /udah pasti kamu/ gagal. **a add**
	(10 = Established Equivalent, 1= Addition, 1= Amplification) = 12 Technique

SL	Do whatever you want because people always jugde. But just don't hurt anyone including yourself.
TL	Lakukan apapun/ yang/ kamu/ suka/ karena/ orang-orang/ pasti/ **ee eks. ee a ee ee eks.** selalu mengometari,/ /Tapi/ jangan /menyakiti /siapapun/ termasuk/ **ee ee ee ee ee ee** diri kamu sendiri **/** **ee**
	(11 = Established Equivalent, 2= Eksplisit, 1= Amplification) = 14 Technique

SL	Doubt kill more dreams than failure ever will
TL	Keraguan /membunuh/ banyak/ impian /lebih dari/ yang/ **ee ee ee ee ee eks.** dilakukan kegagalan/ **red.**
	(5 = Established Equivalent, 1= Eskplisit, 1=Reduction) = 7 Technique

SL	I will keep clapping for others happily until it's my turn

TL	Aku/ akan /terus/ tepuk tangan/ untuk orang lain/ dengan/ senang / **ee ee a ee ee eks. ee** hati /sampai itu /giliranku./ **eks. ee ee**
	(7= Established Equivalent, 2= Eskplisit, 1= Amplification) = 10 Technique

SL	Peace over drama distance over disrespect
TL	Ketenangan/ diatas drama,/ jaga jarak/ diatas rasa ngga hormat/ **a ee ee ee**
	(3= Established Equivalent, 1= Amplification) = 4 Technique

SL	Silent is the best reply for a fool
TL	Diam/ adalah/ balasan/ terbaik/ untuk orang bodoh/ **ee ee ee ee ee**
	(5 = Established Equivalent) = 5 Technique

SL	Laugh as much as **you** can, before the tears come to change the atmosphere
TL	Tertawa / selagi/ bisa/ sebelum/ air mata/ datang/ mengubah/ suasana/ **ee eks. ee ee ee ee ee ee**
	(7= Established Equivalent, 1= Eskplisit, 1=Reduction) = 9 Technique for word **"you"** this is **a reduction technique**

SL	Trust the acts not words, **Words** can lie, but act tell **you** everything
TL	Percaya/ perbuatan,/ bukan kata-kata /bisa/ bohong,/ tapi / **ee ee ee ee ee ee**

	/ perbuatan / mengatakan/ semuanya/ **ee** **ee** **ee**
	(9 = Established Equivalent, 2=Reduction) = 11 Technique for word **"words, and you"** this is **a reduction technique**

SL	Keep **your** distance from everything that's holding your back, expcet your responsibility
TL	Jaga/ jarak/ dari semua hal/ yang/ menghambat/ kamu / **ee** **ee** **ee** **ee** **add.** **ee** kecuali/ tanggungjawab<u>mu/</u> **ee** **ee** **ee**
	(8 = Established Equivalent, 1=Addition, 1=Reduction) = 10 Technique For word "**your**" this is a **reduction technique**

SL	Everything starts with expectations, will end with experiences

TL	Semuanya/ yang/ dimulai/ dengan/ ekspetasi, /akan/ berakhir/
	   ee **eks.** **ee** **ee** **ee** **ee** **ee**
	dengan /pelajaran/
	  ee **a**

	(7 = Established Equivalent, 1= Eskplisit, 1= Amplification) = 9 Technique

SL	Forgive the younger you, believe in the current you, build the future

TL	Maafkan/ diri<u>mu</u> yang dulu,/ percaya/ sama diri<u>mu</u> /yang sekarang,/
	   ee **a ee** **ee** **ee ee** **ee**
	persiapakan/ diri<u>mu</u> /dimasa depan/
	   a **add** **ee**

	(7 = Established Equivalent, 2= Amplification, 1= Addition) = 10 Technique

SL	Some people will judge you for changing others will celebrate you for growing Choose your circle carefully

TL	Beberapa/ orang/ bakalan ngometarin/ kamu/ karena/ kamu/ berubah,/
	   ee **ee** **ee** **ee** **ee** **eks.** **ee**
	sebagian lainya /bakalan /pilih lingkungan<u>mu</u> /dengan/ hati-hati/
	      ee **eks** **ee** **ee** **eks.** **Ee**

	(10= Established Equivalent, 3= Eskplisit) = 13 Technique

SL	Life is fair enough. If that's can't make you happy, at leats it's makes you mature

TL	Hidup/ itu adil /kalo itu/ ngga membuat<u>mu</u>/ bahagia, /seenggaknya/
	  ee **ee** **ee** **ee** **ee** **ee** **ee**
	itu membuat<u>mu</u>/ dewasa/
	    ee **ee** **ee**

	(10= Established Equivalent) = 10 Technique

SL	Judge less, understand more
TL	Kurangi/ menghakimi,/ perbanyak/ memahami/ **ee** **ee** **ee** **ee**
	(4= Established Equivalent) = 4 Technique

Table 4: Calculation Data On Translation Techniques

No.	Types of Translation technique	Amount	Percentage(%)
1.	Adaptation		
2.	Amplification	20	7,0
3.	Borrowing		
	Pure borrowing	4	1,4
	Natural borrowing	3	1,0
4.	Calque		
5.	Compensation		
6.	Description		
7.	Discursive Creation		
8.	Established Equivalence	223	78,0
9.	Generalization		
10.	Linguistic Amplification		
11.	Linguistic Compression		
12.	Literal translation		
13.	Modulation		
14.	Particularization		
15.	Reduction	6	2,1
16.	Substitution		
17.	Transposition		
18.	Variation		
Amount		282	

CHAPTER V

DISCUSSION

A. **The Use of Motivational Word Translation Posters in Vocabulary Learning for Students X at MA Jabal Nur**

Media posters with translations of motivational words are pasted in the X classroom along with other rooms at MA Jabal Nur is able to have a positive influence. For more details, here are the names and initials of students in class X.

Table 5. Student Initial Data Class X at MA Jabal Nur

Initials	Gender
WC	Male
JSR	Male
AJ	Female
AA	Male
AR	Male
AA	Female
FFA	Male
H	Female
MA	Male
SP	Female
WK	Female
RS	Male
MH	Male
SS	Female
NH	Female
RR	Male
I	Male
SB	Male
LA	Male
SR	Male
MAF	Male

Based on research findings in the form of interviews and documentation with 21 students for three consecutive days in May, a total of 19 students stated

that it was very helpful in developing vocabulary memorization, whether it increased their vocabulary by one word, two words, or even three words at once. Because there are some students whose backgrounds really like learning English, the vocabulary is familiar to them; even the students already know the vocabulary. as spoken by several students.

Students with the following initials (MA)

R: Are you motivated to learn English by using poster media?

> "termotivasi bu, jika menggunakan media poster sebagai alat bantu, karena ini cukup mudah untuk saya menemukan kosa-kata baru, dan juga kami bisa membacanya setiap saat "

R: Did you increase your English vocabulary by reading the poster??

> "ya bisa bertambah bu, karena tiap saat kami bisa melihatnya, adapun kosa kata yang saya ingat seperti kata *dream*, artinya mimpi, *judge* artinya hukum dan kata *everything* saya sering dengar tapi baru tahu artinya saat saya membaca poster yang ibu tempelkan."

Student with initials (SP)

R: : Are you motivated to learn English by using poster media?

> "sangat termotivasi kak, karena saya sangat senang juga belajar bahasa inggris, Cuma kurangnya disekolah kami gurunya sering menggunakan buku teks untuk mengajar, tidak ada media lain"

R: Did you increase your English vocabulary by reading the poster??

> "ya tentu bertambah kak, dengan adanya poster yang kakak tempelkan saya suka sekali untuk membacanya, apalagi kata kata-katanya hampir semua kosa-kata keseharian, jadi mudah untuk diingatkan, ada beberapa kosa-kata tersebut pernah saya jumpai belum tahu artinya setalah adanya poster dari kakak saya bisa mengetahuinya. contoh salah satu katanya yaitu: "*journey* yang artinya perjalanan"

Student with initials (SR)

R: Are you motivated to learn English by using poster media?

> "ya sangat termotivasi kak, karena ini hal baru yang digunakan disekolah untuk belajar bahasa inggris"

R: Did you increase your English vocabulary by reading the poster?

> "ya sangat bertambah kak, dari sebelumnya saya belum pernah mendengar kata impress, dan juga kata unbranded saya baru tahu artinya setelah adanya poster dari kakak."

And 1 student is quite difficult to memorize because he forgets quickly, but after the poster media posted by the researcher it took days to remember the vocabulary he read repeatedly. As expressed by the student whose initials are (NH):

R: Are you motivated to learn English by using poster media?

> "sangat termotivasi kak bagi yang sangat menyukai bahasa inggris, apalagi dengan menggunakan sebuah media yang sangat mudah kami baca tiap saatnya karena tulisanya cukup jelas dan juga kata-kata motivasinya cocok untuk anak mudah"

R: Did you increase your English vocabulary by reading the poster?

> "kalau saya sendiri kak, untuk menghafal kosa-kata bahasa inggris cukup sulit, karena saya tidak bisa membaca tulisan inggris, dan juga sulit mengerti belajar bahasa asing"

With one other student, the case is quite different from the previous one. Because, basically, these students find it difficult to understand learning English. With the posters pasted on the walls of the classroom, the student is quite able to recognize English vocabulary, but knowing or memorizing the source language is very difficult for him. Like the confession of a student with the initials (LA)

R: Are you motivated to learn English by using poster media?

"karena saya kurang suka belajar bahasa asing, kalau dibilang termotivasi ya lumayanlah termotivasi"

R: Did you increase your English vocabulary by reading the poster?

"kalau sekedar mengenal kosa-kata baru ini sangat bagus, kalau untuk bertambah mungkin butuh waktu lama untuk saya bu, soalnya saya kurang suka belajar bahasa inggris. Kalau berupa media yang dapat dilihat setiap saat bisa saja itu sangat membantu untuk saya, dengan adanya media tersebut membantu saya untuk menyukai belajar bahasa inggris karena selama ini kami selalu menggunakan buku teks."

In addition, students also argue that besides being able to increase vocabulary, they are also motivated to learn English by not only using textbooks but also various media. It turns out that using various media can increase students' vocabulary even if it is only one, two, or three words a day or in one week. At least it can have an influence on students learning to use the media. As for the interviews conducted based on the way they were carried out, the researcher took the type of unstructured interview, namely, the researcher was free to ask various questions to students in any order depending on the answer. While conducting interviews based on the number of sources, the researcher took into account the types of group interviews and individual interviews.

B. Translation Techniques

Translation is the process of changing the source language to produce the same language in the target language. According to Molina and Albir (2002), there are 18 types of translation techniques. Based on the results of the word beheading conducted by the researcher, it can be seen from the percentage calculation of translation techniques. From the results of the 30 pieces of data

analyzed by the researcher to determine the translation technique, among the techniques used are: amplification technique, pure borrowing, natural borrowing, established equivalent, and reduction. For the established equivalence technique, there are 223 or around 78.0%, while for the amplification technique, there are 20 or around 7.0%. Pure borrowing techniques were about 4 (1.4%) and natural borrowing was about 3 (1.0%. And for reduction itself, about 6 about (2.1%). And there are still many other translation techniques that have never been used in this study, including adaptation, caque, compensation, description, discursive creation, generalization, linguistic amplification, and linguistic compression. Literal translation Particularization Modulation Substitution Variation Transposition.

Based on the findings of the researcher after determining the translation techniques in the motivational words used as posters, the researcher found that there are two techniques that are not included in the 18 types of translation techniques. The translation techniques are explicit and addition. In the data collection, the explicit technique is about 6.7%, while the addition is about 2.4%. But paraphrasing, addition, and explicit techniques, according to the view of Molina and Albir 2002, are made into one technique, namely the amplification technique.

Based on the data calculation, the technique that is often used in translating motivational words in this study is the established equivalence technique.

BAB VI

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of descriptive qualitative research with observation, interview, and documentation techniques carried out at MA Jabal Nur, NTT On the use of motivational words in the translation of posters to increase the vocabulary of class X, conclusions can be drawn. The conclusion is presented as follows:

With the poster media affixed to the X class room at MA Jabal Nur, it can have a positive influence; among others, students are able to develop vocabulary memorization, motivate students to learn English not only by sticking to textbooks but by using media, and increase students' enthusiasm for learning vocabulary, which is very easy to get at any time.

1) With the use of motivational words translated into posters pasted in the X class room at MA Jabal Nur can have a positive influence, among which are students being able to develop vocabulary memorization, motivating students to learn English not only fixated on textbooks but using media, and increasing students' enthusiasm for learning vocabulary, which is very easy to get at any time.

2) As for the technique that is often used in translating motivational words in this study, it is the established equivalence technique. Because the technique

uses terms or expressions that are already common (based on dictionaries or daily use).

B. SUGGESTIONS

Based on the results of the research, there are some unsolved problems, so the author proposes some suggestions. These suggestions include the following:

1. Teachers further develop more interesting learning methods in order to make students actively learn and also create learning media that can make students not feel bored with the learning that is presented.
2. Students are given motivation in the classroom so that during the learning process they are more enthusiastic and follow the learning well and in accordance with the learning objectives in the classroom.
3. Future authors hope that the results of this study can be utilized in the preparation of further research designs that are relevant and more varied.

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APPENDIX

Appendix 01. Research Permit Letter

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

Nomor: A. 329/FKIP-UPY/R/III/2023
Hal : **Ijin Penelitian**

Kepada Yth :
Kepala MA JABAL NUR
Di Manggarai Barat, NTT

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

Nama Mahasiswa	:	**Afrinda Tizrah**
Nomor Mahasiswa	:	19144700013
Semester/Prodi	:	Genap/Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Alamat	:	Watu Lendo, Kec. Lembor. Kab. Manggarai barat. NTT
Judul penelitian	:	"Poster Media Translation of Motivational Words in Two Language as A Efforts to Increase Vocabulary Students X IPS At MA JABAL NUR."
Waktu Penelitian	:	April-Mei 2023
Tempat Penelitian	:	MA JABAL NUR

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 20 Maret 2023
Dekan FKIP

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

Tembusan:
1. Mahasiswa yang bersangkutan
2. Arsip

Appendix 02. Letter Of Having Conducted Research

YAYASAN ISLAM JABAL NUR
MADRASAH ALIYAH JABAL NUR
Alamat: Watu Lendo Desa Siru Kecamatan Lembor Kab. Manggarai Barat NTT
NSM : 131253150001 NPSN : 50222665
Email : majahalnur02@gmail.com

SURAT KETERANGAN
Nomor : YIJN-WLL/MA/PP.00.6/035/V/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Jabal Nur Watu Lendo, dengan ini menyatakan bahwa

Nama	:	AFRINDA TIZRAH
NIM	:	19144700013
Fakultas	:	FKIP Universitas PGRI Yogyakarta
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Poster Media Translation Of Motivational Words In Two Language As An Effort To Increase Vocabulary Students In Grade X Social Class (X Ips) At MA Jabal Nur

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut di atas **benar** telah melaksanakan penelitian di MA Jabal Nur dari tanggal 17 April 2023 sampai 08 Mei 2023.

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

10 Mei 2023
Kepala Madrasah,

...Pd
NIP. 197272009042006

Appendix 03. Interview Guidelines For Students

NO.	INDIKATOR	QUESTIONS
1.	Media Poster	1. Do you think the poster is good? 2. Did you know what a poster was before? 3. Are you motivated to learn English by using poster media? 4. Did you increase your English vocabulary by reading the poster?
2.	Aspects of Source Language and Target Language	1. Did you know there are motivation words in two languages before? 2. Did you previously know what the source language and target language are?
3	Translation Techniques	1. Did you know that the English language has translation techniques?

Appendix 04. Transcript Of Interview With Students

Class   : X Social (X IPS)

Subject of Research   : **WC (Male)**

Day/Date   : Friday, 05 May 2023

Place   : House

Interview Results

1. Do you think the poster is good?
   Answer: *"sangat bagus kak"*

2. Did you know what a poster was before?
   Answer: *"iya kalau poster saya tahu, tapi bukan seperti poster yang kakak tempel disekolah"*

3. Are you motivated to learn English by using poster media?
   Answer:*"ya sangat termotivasi kak, karena memudahkan saya menemukan kosa-kata baru, tanpa melihat kamus lagi, tinggal melihat didinding bisa kak"*

4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya jelas bertamabah kak, misalnya dari kata " if" dari sebelumya saya tidak mengetahui arti kata tersebut saya jadi tahu ketika melihat poster dari kakak."*

5. Did you know there are motivation words in two languages before?
   Answer: *"ya tahu kak, saya sering baca di media sosial seperti: facebook, Instagram dan lainya"*

6. Did you previously know what the source language and target language are?

Answer:*"kalau tentang bahasa sumber dan bahasa sasaran saya kurang tahu kak."*

7. Did you know that the English language has translation techniques?
Jawab: *"tidak kak, saya hanya tahu dengan cara menerjemahkan kata-kata lewat kamus saja"*

Class : X Social (X IPS)

Subject of Research : **JSR (Male)**

Day/Date : Saturday, 06 May 2023

Place : House

Interview Results

1. Do you think the poster is good?
Answer: *"ya bagus kak"*
2. Did you know what a poster was before?
Answer: *"ya tahu kak, saya sering lihat di perpustakan tentang poster "ayo membaca"*
3. Are you motivated to learn English by using poster media?
Answer: *"termotivasi bangat kak, selain belajar kosa-kata bahasa inggris, kata-kata motivasi bagus bangat untuk dibaca, cocok untuk anak mudah"*
4. Did you increase your English vocabulary by reading the poster?
Answer: *"ya bertambah kak, apalagi kata-kata motivasi tempelnya diruangan kelas jadi kapan pun bisa dibaca"*
5. Did you know there are motivation words in two languages before?
Answer: *"belum tahu si kak, palingan saya sering menemukan satu bahasa saja tentang kata-kata motimovasinya"*
6. Did you previously know what the source language and target language are?
Answer: *"tidak kak, saya baru tahu pada saat penjelasan kakak kemarin pada saat diruangan"*
7. Did you know that the English language has translation techniques?
Answer: *" saya belum tahu sama sekali kak, tentang teknik penerjemahan"*

Class : X Social (X IPS)

Subject of Research : **AJ (Female)**

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
   Answer: *"sangat bagus kak"*
2. Did you know what a poster was before?
   Answer: *"ya, saya sudah tahu, tapi bukan poster kata-kata motivasi bahasa inggris seperti ini, lebih ke poster cara menjaga lingkungan gitu kak."*
3. Are you motivated to learn English by using poster media?
   Answer: *"termotivasi bangat kak, selain belajar kosa-kata bahasa inggris, kata-kata motivasi bagus bangat untuk dibaca, cocok untuk anak mudah"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"Sangat termotivasi kak, apalagi poster ini tempelnya didalam ruangan kelas jadi bisa dibaca tiap harinya."*
5. Did you know there are motivation words in two languages before?
   Answer: *"Jelas bertambah kak, walaupun hanya satu kata tiap harinya, ataupun sekedar mengenal kosa katanya pasti besoknya bisa dihafal."*
6. Did you previously know what the source language and target language are?
   Answer: *"Iya kak, saya sering bacanya distory whatsApp teman, kadang mereka buat story itu kata kata motivasi dalam bahasa inggris beserta terjemahannya."*
7. Did you know that the English language has translation techniques?
   Answer: *"Belum sama sekali kak, saya hanya tahu kalau bahasa inggris untuk mengetahui artinya atau terjemahanya, tinggal liat terjemahan dikamus. Itu aja setahu saya kak."*

Class   : X Social (X IPS)

Subject of Research   : **AA (Male)**

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer: *"ya bagus sekali bu."*
2. Did you know what a poster was before?
   Answer: *"yes I know bu. saya sering liat tulisan di puskesmas tentang cara mencegah DBD, pola hidup sehat dan jaga kesehatan gigi ketika saya jemput mama saya di puskesmas kalau pulang kerja"*
3. Are you motivated to learn English by using poster media?
   Answer: *"ya termotivasi bu, karena kata-kata motivasi didalamnya sangat menarik untuk dibaca."*
4. Did you increase your English vocabulary by reading the poster?

Answer: *"iya bu, kosa kata bahasa inggris saya bisa bertambah karena memudahkan saya untuk mendapatkan kosa kata baru tiap harinya dengan membaca poster yang ibu tempel"*

5. Did you know there are motivation words in two languages before?
   Answer: *"tidak bu, saya hanya mengetahui kata-kata motivasi satu bahasa saja seperti bahasa indonesia."*
6. Did you previously know what the source language and target language are?
   Answer: *"belum tahu bu, saya baru dengar dari penjelasan ibu kemarin."*
7. Did you know that the English language has translation techniques?
   Answer: *"Tidak sama sekali bu."*

Class   : X Social (X IPS)

Subject of Research   : **AR (Male)**

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer*: "ya bagus bu"*
2. Did you know what a poster was before?
   Answer: *"saya belum tahu bu, baru tahu kemarin pas ibu jelaskan"*
3. Are you motivated to learn English by using poster media?
   Answer: *"kalau dibilang termotivasi mungkin ya, kalau menggunakan media menarik seperti ini"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"jelas bertamba bu, apalagi posternya ditempel disetiap ruangan, jadi bisa bibaca kapan saja."*
5. Did you know there are motivation words in two languages before?
   Answer: *"tidak bu, palingan kata-kata motivasi bahasa indonesia saja, kalau tidak kata bahasa inggris tidak ada terjemahan seperti poster yang ibu tempel."*
6. Did you previously know what the source language and target language are?
   Answer: *"belum pernah dengar bu"*
7. Did you know that the English language has translation techniques?
   Answer: *"tidak sama sekali bu, untuk membaca tulisan bahasa inggris saja sulit apalagi mengenal teknik penerjemhan dalam menerjemahkan bahasa inggrisnya"*

Class   : X Social (X IPS)

Subject of Research   : AA (Female)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
    Answer: *"yes good mrs."*
2. Did you know what a poster was before?
    Answer*: "ya tahu mrs, tapi bukan seperti poster yang ditempelkan diruangan kelas oleh mrs."*
3. Are you motivated to learn English by using poster media?
    Answer: *"ya termotivasi bangat mrs. karena kami belajar bahasa inggris selama ini hanya menggunkan buku teks, ternyata bisa menggunakan media juga agar tidak bosan"*
4. Did you increase your English vocabulary by reading the poster?
    Answer: *"ya bertambah mrs, apalagi dalam poster yang mrs tempelkan kebanyakan menggunakan kota-kata sehari-hari, jadi sangat menarik untuk dibaca dan juga dihafalkan walaupun hanya satu atau dua kata tiap harinya"*
5. Did you know there are motivation words in two languages before?
    Answer: *"ya tahu bu, soalnya saya suka mengumpulkan kata-kata motivasi juga, untuk dapt berbikir positif dalam berbagai situasi dan juga penyemangat diri. Tetapi saya lebih sering baca yang satu bahasa saja. Misalnya kata-kata motivasi bahasa indonesia atau bahasa inggris saja."*
6. Did you previously know what the source language and target language are?
    Answer: *" belum pernah mendengar mrs.*
7. Did you know that the English language has translation techniques?
    Answer: *"Tidak mrs, saya hanya tahu kalau menerjemahkan kosa-kata bahasa inggris tinggal translate menggunakan kamus atau menggunakan google translate untuk mengetahui artinya."*

Class   : X Social (X IPS)

Subject of Research   : FFA (Male)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
    Answer: *"ya bagus bu"*
2. Did you know what a poster was before?
    Answer*: "tidak tahu bu, saya baru tahu pada saat ibu datang kemarin"*
3. Are you motivated to learn English by using poster media?
    Answer*: "ya bu, sangat termotivasi, karena dengan poster tersebut membantu saya dalam mengenal kosa kata baru"*

4. Did you increase your English vocabulary by reading the poster?
   Answer: *"Ya bu, bertambah walaupun satu kata sekali hafal, karena tempel posternya dekat dengan duduk saya."*
5. Did you know there are motivation words in two languages before?
   Answer: *"kalau untuk motivational words saya baru tahu pada saat penjelasan ibu pertama kali masuk"*
6. Did you previously know what the source language and target language are?
   Answer: *"belum pernah dengar bu"*
7. Did you know that the English language has translation techniques?
   Answer: *" kalau tentang teknik penerjemahan saya tidak tahu bu,*

Class   : X Social (X IPS)

Subject of Research   : H (Female)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer: *"sangat bagus Bu"*
2. Did you know what a poster was before?
   Answer: "ya saya tahu bu.
3. Are you motivated to learn English by using poster media?
   Answer:*"sangat termotivasi bu, karena dari sebelumnya kami hanya belajar kosa-kata bahasa inggris hanya menggunakan buku teks, dengan adanya poster tersebut sedikit memberi motivasi terhadap kami untuk belajar"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya ibu kosa-kata bahasa inggris kami bertambah, walaupun hanya satu atau dua kata tiap harinya."*
5. Did you know there are motivation words in two languages before?
   Answer: *"ya saya tahu bu, karena saya orangnya suka sekali untuk mengoleksi kata-kata motivasi, untuk tempel di kamar saya biar kelihatan aestetik"*
6. Did you previously know what the source language and target language are?
   Answer: *"saya kurang tahu bu."*
7. Did you know that the English language has translation techniques?
   Answer: *"mengenai teknik penerjemahan saya belum tahu sama sekali bu"*

Class   : X Social (X IPS)

Subject of Research   : MA (Male)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
    Answer: *"bagus bu'*
2. Did you know what a poster was before?
    Answer: *"tidak sama sekali bu"*
3. Are you motivated to learn English by using poster media?
    Answer*: "termotivasi bu, jika menggunakan media poster sebagai alat bantu, karena ini cukup mudah untuk saya menemukan kosa-kata baru, dan juga kami bisa membacanya setiap saat "*
4. Did you increase your English vocabulary by reading the poster?
    Answer: *"ya bisa bertambah bu, karena tiap saat kami bisa melihatnya, adapun kosa kata yang saya ingat seperti kata dream, artinya mimpi, judge artinya hukum dan kata everything saya sering dengar tapi baru tahu artinnya saat saya membaca poster yang ibu tempelkan."*
5. Did you know there are motivation words in two languages before?
    Answer: *"ya tahu bu, saya sering lihat kamar kakak saya, karena dia jurusan bahasa inggris juga sering menempelkan kata-kata motivasi gitu"*
6. Did you previously know what the source language and target language are?
    Answer: *"tidak tahu sama sekali bu, baru dengar juga pada saat ibu penjelasan pada saat pertama masuk"*
7. Did you know that the English language has translation techniques?
    Answer: *"tidak sama sekali bu"*

Class   : X Social (X IPS)

Subject of Research   : SP (Female)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
    Answer: *"Bagus banget kak"*
2. Did you know what a poster was before?
    Answer: *"ya tahu kak, palingan poster tentang jaga lingkungan, dan poster kesehatan"*
3. Are you motivated to learn English by using poster media?
    Answer*: "sangat termotivasi kak, karena saya sangat senang juga belajar bahasa inggris, Cuma kurangnya disekolah kami gurunya sering menggunakan buku teks untuk megajar, tidak ada media lain"*
4. Did you increase your English vocabulary by reading the poster?
    Answer: *"ya tentu bertambah kak, dengan adanya poster yang kakak tempelkan saya suka sekali untuk membacanya, apalagi kata kata-katanya hampir semua kosa-kata keseharian, jadi mudah untuk*

diingatkan, ada beberapa kosa-kata tersebut pernah saya jumpai belum tahu artinya setalah adanya poster dari kakak saya bisa mengetahuinya. contoh salah satu katanya yaitu: "journey yang artinya perjalanan"

5. Did you know there are motivation words in two languages before?

Answer :*"ya, sudah tahu kak, tapi saya lebih sering menemukan kata-kata motivasi yang satu bahasa saja,misalnya bahasa kata-kata motivasi bahasa indonesia saja atau bahasa inggris. Kalau untuk dua bahasa jarang, palingan di internet, di facebook atau pun di story WA dari teman-teman"*

6. Did you previously know what the source language and target language are?

Answer: *"saya kurang tahu kak, tetapi saat pertemuan pertama kemarin saya baru mengetahuinya"*

7. Did you know that the English language has translation techniques?

Answer: *"kalau teknik penerjemahan saya hanya tahunya menerjemahkan menggunakan kamus saja kak"*

Class : X Social (X IPS)

Subject of Research : WK (Female)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
   Answer: *"Ya bagus kak"*
2. Did you know what a poster was before?
   Answer: *"ya tahu kak, soalnya dirumah saya juga ada poster tentang mengenal hewan, aplhabet untuk belajar adik saya yang bungsu"*
3. Are you motivated to learn English by using poster media?
   Answer: *"ya termotivasi banget kak, karena saya suka belajar bahasa inggris kak, mengunakan media poster seperti ini cukup membantu buat saya dan menarik perhatian buat saya, saya bisa membacanya tiap saat"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"yes of course kak, karena setiap saat itu saya bisa melihatnya, selain saya suka belajar bahasa inggris, apalagi kata-kata motivasinya sangat menarik untuk dibaca, itu yang membuat saya"*
5. Did you know there are motivation words in two languages before?
   Answer : *"ya kalau kata-kata motivasi dua bahasa saya tahu"*
6. Did you previously know what the source language and target language are?
   Answer*: "belum pernah kak, tapi kalau setelah diberikan penjelasan pada saat meet pertama dikelas kemarin saya baru paham"*
7. Did you know that the English language has translation techniques?
   Answer: *"kalau tentang penenrjemahan sama sekali kurang tahu kak,"*

Class : X Social (X IPS)

Subject of Research : RS (Male)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
   Answer: *"ya bagus"*
2. Did you know what a poster was before?
   Answer: *"ya saya sudah bu, poster tantang covid-19 yaitu "waspada corona" sama cara mecuci tangan pada saat ikut sosialisasi dalam kepramukaan bulan kemarin"*
3. Are you motivated to learn English by using poster media?
   Answer*: "ya bisa termotivasi, karena ini salah satu cara yang berbeda yang baru ada disekolah ini untuk belajar bahasa inggris untuk menambah kosa kata"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya walaupun belum bertambah setidaknya saya bisa mengenal kosa-kata bahasa inggris tiap harinya."*
5. Did you know there are motivation words in two languages before?
   Answer: *"saya palingan sering menemukan kata-kata motivasi bahasa inggris, tapi ini cukup membantu dengan adanya poster seperti ini, setidaknya memotivasi saya atau pun teman-teman yang lain untuk belajar bahasa inggris dengan media atau cara yang lain"*
6. Did you previously know what the source language and target language are?
   Answer: *"belum tahu sama sekali bu"*
7. Did you know that the English language has translation techniques?
   Answer: *"saya tahunya dengan cara menerjemhakan lewat kamus, atau google translate"*

Class : X Social (X IPS)

Subject of Research : MH (Male)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
   Answer: *"ya bagus bu"*
2. Did you know what a poster was before?
   Answer: *"tidak tahu bu"*
3. Are you motivated to learn English by using poster media?

Answer*: "ya cukup termotivasi, dengan begitu saya bisa menemukan kosa-kata baru tiap harinya."*

4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya bisa bertambah bu, karena kami membaca posternya tiap saat, walaupun hanya satu atau dua kata tiap harinya"*
5. Did you know there are motivation words in two languages before?
   Answer: *"kalau kata-kata motivasi saya tahu lebih sering menemukan yang satu bahasa yaitu bahasa indonesia"*
6. Did you previously know what the source language and target language are?
   Answer: *"tidak bu, saya juga baru dengar pada saat ibu memberikan penjelasan"*
7. Did you know that the English language has translation techniques?
   Answer: *"tidak sama sekali bu"*

Class   : X Social (X IPS)

Subject of Research   : SS (Female)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer*: "sangat bagus kak"*
2. Did you know what a poster was before?
   Answer: *"kalau poster saya tahu kak, soalnya pada saat covid-19 dulu banyak poster yang ditempelkan ditempat umum tentang tata cara mencuci tangan, dan mencegah covid menggunakan masker"*
3. Are you motivated to learn English by using poster media?
   Answer*: "ya sangat termotivasi kak, selain posternya bagus, isi kata-kata motivasinya sangat cocok untuk anak muda. Media poster tersebut memang sesuatu yang baru disekolah kami, apalagi kegunaannya untuk menambah kosa-kata bahasa inggris"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya jelas bertambahkan kak, karena tiap saat kami membacanya walaupun hanya sekedar mengingat, ataupun satu kata tiap harinya"*
5. Did you know there are motivation words in two languages before?
   Answer: *"ya kalau kata kata motivasi dalam dua bahasa saya tahu kak, tapi saya lebih sering melihat yang menggunakan bahasa indonesia"*
6. Did you previously know what the source language and target language are?
   Answer: *"tidak sama sekali kak, dan saya baru dengar juga"*
7. Did you know that the English language has translation techniques?
   Answer: *"kalau tentang teknik penerjemhan saya tidak tahu kak"*

Class   : X Social (X IPS)

Subject of Research   : NH (Female)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer: *"bagus kak"*
2. Did you know what a poster was before?
   Answer: *"ya kalau poster saya tahu kak, saya tahunya dulu pada saat nonton film, kebetulan dalam film tersebut menampilkan sebuah poster. Tetapi berbeda sama posternya kakak, difilm tersebut poster foto seseorang."*
3. Are you motivated to learn English by using poster media?
   Answer*: "sangat termotivasi kak bagi yang sangat menyukai bahasa inggris, apalagi dengan menggunakan sebuah media yang sangat mudah kami baca tiap saatnya karena tulisanya cukup jelas dan juga kata-kata motivasinya cocok untuk anak mudah"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"kalau saya sendiri kak, untuk menghafal kosa-kata bahasa inggris cukup sulit, karena saya tidak bisa membaca bahasa inggris, dan juga sulit mengerti belajar bahasa asing"*
5. Did you know there are motivation words in two languages before?
   Answer: *"kalau kata-kata motivasi dalam dua bahasa saya tahu kak, karena saya sukanya menonton, kebetulan ada sebuah video yang menampilkan kata-kata motivasi beserta artinya juga sehingga saya paham maksud dari video tersebut."*
6. Did you previously know what the source language and target language are?
   Answer: *"kurang paham kak, saya juga tahunya kemarin pada saat penjelasan dari kakak.*
7. Did you know that the English language has translation techniques?
   Answer: *"apalagi tentang teknik penerjemahan pengetahuan saya sangat minim sekali"*

Class   : X Social (X IPS)

Subject of Research   : RR (Male)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer: *"ya bagus bu"*
2. Did you know what a poster was before?
   Answer: *"tidak bu"*
3. Are you motivated to learn English by using poster media?
   Answer: *"ya termotivasi bu, apalagi bagi teman-teman suka belajar bahasa inggris, soalnya saya kurang suka belajar bahasa inggris bu."*

4. Did you increase your English vocabulary by reading the poster?
   Answer: *"kalau untuk menghafal mungkin nanti saya tidak bisa kak, kalau cukup mengenalkan kosa-katanya mungkin bisa, karena itu tadi saya kurang suka belajar bahasa asing."*
5. Did you know there are motivation words in two languages before?
   Answer: *"tidak bu"*
6. Did you previously know what the source language and target language are?
   Answer: *"tidak juga bu"*
7. Did you know that the English language has translation techniques?
   Answer: *"ya saya tahu dengan menggunakan kamus untuk mengetahui artinya"*

Class   : X Social (X IPS)

Subject of Research   : I (Male)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
   Answer: *"yes, bagus bu"*
2. Did you know what a poster was before?
   Answer: *"tidak ibu"*
3. Are you motivated to learn English by using poster media?
   Answer: *"ya termotivasi bu, ini sangat membantu kami karena sebelumya kami hanya belajar bahasa inggris hanya menggunakan buku teks dengan adanya poster tersebut dapat memudahkan kami belajar bahasa inggris untuk menemukan kosa-kata baru"*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya bisa bertambah bu, apalagi ini sangat memudahkan kami untuk mendapatkan kosa-katanya, tinggal menoleh ke diding untuk membacanya"*
5. Did you know there are motivation words in two languages before?
   Answer: *"tidak bu, saya hanya tahu tentang kata-kata motivasi yang satu bahasa saja yaitu bahasa indonesia."*
6. Did you previously know what the source language and target language are?

Answer: *"tidak juga bu"*

7. Did you know that the English language has translation techniques?
   Answer: *"ya yang saya tahu itu tentang teknik penerjemahan adalah dengan cara menggunakan kamus untuk mengetahui artinya."*

Class : X Social (X IPS)

Subject of Research : SB (Male)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
   Answer: *"ya sangat bagus kak"*
2. Did you know what a poster was before?
   Answer: *"ya tahu kak, pada saat terjadinya covid 19 kemarin banyak sekali poster yang ditempelkan baik itu dijalan, puskesmas, pasar, dan lain-lain salah satu contoh tata cara mencuci tangan."*
3. Are you motivated to learn English by using poster media?
   Answer: *"ya termotivasi, karena dengan menggunakan sebuah media yang belum pernah ada sebelumnya itu sangat membantu menarik perhatian siswa untuk belajar. apalagi tujuannya untuk menambah vocabulary siswa dengan cara menempelkan poster diruangan kelas."*
4. Did you increase your English vocabulary by reading the poster?
   Answer: *"ya bisa bertambah kak dari sebelumnya saya hanya mengetahui kosa-kata, I, you, no, yes, sekarang ada kosa-kata baru yang saya ingat beberapa hari ini yaitu kata dream, dan punish. Apalagi setiap ruangan juga ditempelkan posternya dengan kata-kata motivasi yang berbeda"*
5. Did you know there are motivation words in two languages before?
   Answer: *"ya kalau kata-kata motivasi dua bahasa saya tahu kak."*
6. Did you previously know what the source language and target language are?
   Answer: *"kurang tahu kak."*
7. Did you know that the English language has translation techniques?
   Answer: *"tidak tahu sama sekali kak."*

Class : X Social (X IPS)

Subject of Research : LA (Male)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
    Answer: *"yes bagus bu"*
2. Did you know what a poster was before?
    Answer: *"tidak bu"*
3. Are you motivated to learn English by using poster media?
    Answer: *"karena saya kurang suka belajar bahasa asing, kalau dibilang termotivasi ya lumayanlah termotivasi"*
4. Did you increase your English vocabulary by reading the poster?
    Answer: *"kalau sekedar mengenal kosa-kata baru ini sangat bagus, kalau untuk bertambah mungkin butuh waktu lama untuk saya bu, soalnya saya kurang suka belajar bahasa inggris. Kalau berupa media yang dapat dilihat setiap saat bisa saja itu sangat membantu untuk saya, dengan adanya media tersebut membantu saya untuk menyukai belajar bahasa inggris karena selama ini kami selalu menggunakan buku teks"*.
5. Did you know there are motivation words in two languages before?
    Answer: *"ya saya tahu bu, saya juga sering koleksi kata-kata motivasi yang menggunakan bahasa indonesia saja"*
6. Did you previously know what the source language and target language are?
    Answer: *"tidak tahu sama sekali bu"*
7. Did you know that the English language has translation techniques?
    Answer: *"apalagi tentang teknik terjemahan tidak mengetahui sama sekali bu"*

Class   : X Social (X IPS)

Subject of Research   : SR (Male)

Day/Date   : Monday, 08 May 2023

Place   : School

Interview Results

1. Do you think the poster is good?
    Answer: *"bagus sekali kak."*
2. Did you know what a poster was before?
    Answer: *"ya saya tahu, tapi bukan tentang kata-kata motivasi. tapi, poster tantang gambar hewan, buah-buahan angka-angka punya adik saya untuk belajarnya."*
3. Are you motivated to learn English by using poster media?
    Answer: *"ya sangat termotivasi kak, karena ini hal baru yang digunakan disekolah untuk belajar bahasa inggris"*
4. Did you increase your English vocabulary by reading the poster?

Answer: *"ya sangat bertambah kak, dari sebelumnya saya belum pernah mendengar kata impress, dan juga kata unbranded saya baru tahu artinya setelah adanya poster dari kakak."*

5. Did you know there are motivation words in two languages before?
Answer*: "ya saya tahu kak, saya lebih sering menemuka tentang kata-kata motivasi dalam satu bahasa saja yaitu bahasa indonesia."*

6. Did you previously know what the source language and target language are?
Answer: *"tidak tahu kak"*

7. Did you know that the English language has translation techniques?
Answer: *"Apalagi tentang teknik terjemahan saya kurang tahu kak"*

Class : X Social (X IPS)

Subject of Research : MAF (Male)

Day/Date : Monday, 08 May 2023

Place : School

Interview Results

1. Do you think the poster is good?
Answer: *"ya bagus"*

2. Did you know what a poster was before?
Answer: *"saya sering melihat, tapi tidak tahu namanya kalau tersebut poster dan baru tahu pada saat penjelasan dari ibu"*

3. Did you increase your English vocabulary by reading the poster?
Answer: *"sangat termotivasi banget bu, karena saya suka belajar bahasa inggris, karena selama ini saya hanya sering mendegarkan lagu bahasa inggris dan juga nonton film juga. Saya baru tahu juga ternyat belajar bahasa inggris itu bisa menggunakan apa saja tergantung masing-masing orang sukanya yang mana."*

4. Are you motivated to learn English by using poster media?
Answer: *"ya jelas bertambah bu, karena kosa-katanya kebanyakkan yang sering digunakan sehari-hari, apalagi isi kata motivasinya sangat bagus untuk anak muda. Menurut saya ini sangat membantu sekali untuk kami sebagai pemula dalam belajar bahasa inggris dalam untuk menambah kosa-kata tiap saatnya, karena mudah untuk didapatkan, dengan membaca posternya."*

5. Did you know there are motivation words in two languages before?
Answer: *"ya kalau kata-kata motivasi saya tahu, karena kebanyakan orang sekarang sering insta story kata-kata motivasi sebagai penyemangat diri ataupun yang sedang dialami oleh orang tersebut."*

6. Did you previously know what the source language and target language are?

Answer: *"kalau tentang BSU dan BSA saya sama sekali tidak mengetahuinya, saya baru mengetahuinya setelah mendegar penjelasan dari ibu saat pertemuan pertama kemarin."*

7. Did you know that the English language has translation techniques?

Answer: *"Kalau untuk teknik penerjemahan saya tidak tahu bu, saya hanya mengetahui menerjemahkan kosa-kata bahasa inggris menggunakan kamus."*

Appendix 05. Research Documentation

Appendix 06. Guidance Blank 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
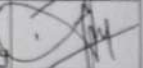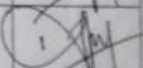
FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Afrinda Tizrah

NPM : 19144700013

Judul Skripsi : The Use Of Motivational Words Translation Porter to Increase Vocabulary Students X IPS at MA Jabal Nur

Dosen Pembimbing : Dr. Sujatmiko, M.Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	27/01/2023	Mengumpulkan Hasil data Motivational Words dari BSU ke BSA	
2	14/02/2023	Bimbingan terkait bagaimana Corong-ya Translation bisa dikaitkan di dunia Pendidikan	
3	21/02/2023	Peneliti telah menemukan sekolah dan menjadikan Poster sebagai Media belajar Vocabulary	
4	27/02/2023	Instrumen Wawancara ke siswa	
5	14/03/2023	Meminta Ijin Untuk Terjun Penelitian	
6	14/06/2023	Melaporkan Hasil Penelitian di bab IV	
7	28/07/2023	- Memeriksa Kembali Keseluruhan bab I - VI - Melengkapi Halaman Romawi depan, Appendix	
8	09/08/2023	- Meringkas Kembali Judul skripsi	
9	10/08/2023	Finalisasi Skripsi dari Cover sampai Lampiran	
10	11/08/2023	ACC Skripsi Untuk diujikan	