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

Menimbang	:	1.	Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Gasal Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
		2.	Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024.
Mengingat	:	1.	Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi
		2.	Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
		3.	Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
		4.	Statuta Universitas PGRI Yogyakarta
		5.	Usulan Ketua Prodi PBI

MEMUTUSKAN

Menetapkan	:	Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024 di lingkungan Universitas PGRI Yogyakarta
Pertama	:	Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengen perincian tercantum pada lampiran.
Kedua	:	Menugaskan kepada para Dosen Pembimbing Skripsi untuk mengevaluasi, memberikan masukan perbaikan dan memberi penilaian pada skripsi mahasiswa.
Ketiga	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa segala sesuatunya akan ditinjau kembali apabila terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Yogyakarta
Pada tanggal : 4 Desember 2023
Dekan

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1. Wakil Dekan I FKIP
2. Ketua Program Studi PBI
3. Dosen yang bersangkutan

Lampiran:
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Nomor : 153/SK/FKIP-UPY/XII/2023

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

UNDERGRADUATE THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

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

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

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

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

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

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

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

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

   Example :

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

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

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

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

   Example :

   ST : **Aku bermain tenis kemarin.**

   TT : **I play tennis yesterday.**

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

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

   Example :

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

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

   From that sample, the problem of wrong in translating ST **"Kucing itu mengejar tikus di halaman belakang"** into TT **"The cat is chasing**

mouses in the backyard" is contain grammatical error. The mistake lies in the use of "mouses," which is incorrect. The plural of **"mouse"** is **"mice."** Therefore, the corrected sentence uses the proper plural form.

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

Example :

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

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

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

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

Based on the previous explanation, this research is both essential and reasonable. This research is suggested as a solution to problems regarding

grammar understanding. The researcher intends to investigate the components that influence grammatical understanding in translating tests from Indonesian into English for Third-semester English majors. Translation is beneficial not only for transferring meaning, however it may also for improving the interactive learning process (Murtisari et al., 2020). As a result, the researcher proposed conducting a research named "Using Translation Tests to Analysis the Third-semester Students' Grammar Understanding at Universitas PGRI Yogyakarta".

B. **Identification of the Problem**

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

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

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

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

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

C. **Problem Statement**

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

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

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

D. **The Objective of the Study**

5

The objective of the research are :

1. To identify the translation techniques used by the students in translating the grammar tests.
2. To identify the using of translation tests in improving the students' understanding of grammar.

E. The Benefit of the Study

1. For Student

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

2. For Lecturers

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

3. For the English Language Education Program

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

4. For the University

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

CHAPTER II
LITERATURE REVIEW AND PREVIOUS STUDY

A. Theoretical Review

1. Grammar

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

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

Knowing and employing grammar is essential in learning English, based on the definition above. Students who comprehend grammar can construct grammatical and organized

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

1. Preposition

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

    Example:

    - I'm **in** the office.

    - He went **to** the shop.

    - The books **on** the shelf were very interesting.

2. Tenses

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

    Example:

    - Present Simple: I work (Saya bekerja).

    - Past Simple: I worked (Saya bekerja, masa lampau).

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

3. Singular and Plular

    The singular refers to a single thing or person, however the plural refers to multiples (Hart, 2017). The ending "-s" or

"-es" is frequently used to transform a noun from singular to plural.

Example:

- Singular: one book
- Plural: two books

4. Active Voice and Pasive Voice

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

Example:

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

2. Translation

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

3. Translation Technique

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

a. Adaptation

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

b. Amplification

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

c. Borrowing

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

d. Description

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

e. Calque

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

f. Generalization

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

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

g. Modulation

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

h. Compensation

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

i. Discursive creation

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

j. Establibied equivalent

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

k. Linguistic amplification

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

l. Linguistic compression

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

m. Literal translation

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

n. Variation

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

o. Transposition

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

p. Substitution

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

q. Reduction

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

r. Particularization

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

4. Classroom Action Research

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

1. Identify a question.

Good questions have three essential qualities. First of all, it is relevant to classroom settings, which could potentially have an impact on student learning. Second, action should be promoted to change learning strategies based on the results

of the research. Third, question must result in a project that is possible in terms of time, effort, and resources.

2. Review the literature.

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

3. Plan a research strategy.

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

4. Collect data.

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

5. Analyze data.

The purpose of data analysis is to find designs that improve students' exam performance and to investigate their comments. Study from Bruning and Kintz provided detailed instructions about grouping comments or average score tables can show relevant patterns and if statistical tests are required (Scher & Darley, 1997)

6. Take action based on results.

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

7. Share your findings.

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

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

B. Previous Study

In "Fostering Students' Grammatical Competence Through Flipped Classroom" research, the Flipped Classroom approach was

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

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

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

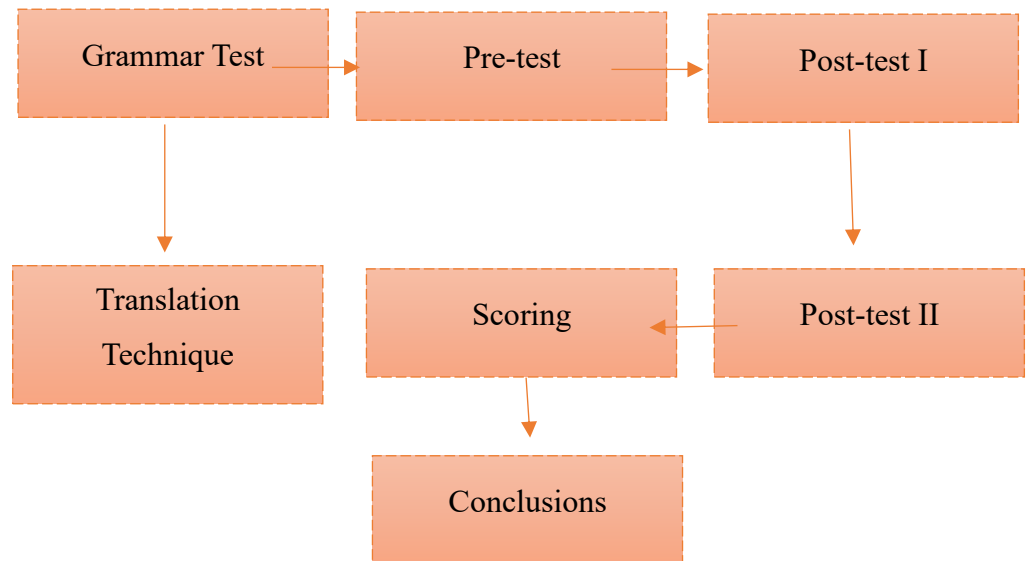1. **The Similarities and Differences**

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

enhancing the understanding and application of grammar effectively.

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

C. Thinking Framework

The theoritical framework of the research are :

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│  Grammar Test   │ ──▶ │    Pre-test     │ ──▶ │   Post-test I   │
└─────────────────┘     └─────────────────┘     └─────────────────┘
         │                                               │
         ▼                                               ▼
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│   Translation   │     │     Scoring     │ ◀── │   Post-test II  │
│    Technique    │     └─────────────────┘     └─────────────────┘
└─────────────────┘              │
                                 ▼
                        ┌─────────────────┐
                        │   Conclusions   │
                        └─────────────────┘
```

Researchers will start by analyzing students' understanding of grammar using a grammar test which includes grammatical components such as prepositions, tenses, singular and plural, as well as active and passive sentences in Indonesian which will be translated into English. Translation techniques are methods used by students to learn grammar through translating Indonesian into English. Before starting the translation process, students must take a pre-test that analyzes their understanding of grammar. Grammar learning is carried out through translation techniques after students' first understanding of grammar becomes clear. The students then took post-test I to analyze their improvement in grammatical understanding. The grammar given in the translation tests completed by students will be discussed. After that, post-test II was given to analyze memory of the grammar that had been explained and to improve long-term understanding of grammar. The effectiveness of using translation tests to analyze students' grammatical understanding is then assessed using the results of pre-test, post-test I, and post-test II scores. Conclusions were drawn based on a comparison of pre-test, post-test I, and post-test II scores which showed the effectiveness of translation tests in improving students' understanding of grammar.

CHAPTER III
RESEARCH METHODOLOGY

A. Type of the Research

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

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

B. Data Source and Data

1. **Data Source**

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

2. **Data**

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

C. **Data Collecting Technique**

   1. **Interview**

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

   2. **Pre-test**

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

   3. **Post-test**

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

   4. **Questionnaire**

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

5. Documentation

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

D. Data Analysis Technique

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

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

1. Data Reduction

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

2. Data Presentation

According to (Miles & Huberman, 1994), the display is an approach for presenting information in an arranged and detailed way that allows individuals to draw conclusions and take action more easily. They believe that employing a variety of matrix data, charts, networks, and diagrams is the most effective approach to carefully analyzing data. Every aspect of this is carried out by arranging data in a way that is

simple to comprehend. As a result, an analyst can track developments and assess whether the conclusions that were reached are right, or whether they should continue the research instructions provided by the display to make it more valuable.

3. **Conclusion Drawing/ Verification**

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

E. **Data Validity Technique**

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

In implementing this research, the researcher used a triangulation approach using the concept emphasized by (Santosa, 2017). For example, researchers might use in-depth interviews and participant observation simultaneously to obtain a more comprehensive understanding of research participants' experiences and behavior. A technique triangulation approach was used to increase the validity and reliability of study results by eliminating the possibility of the influence of subjectivity or tendencies that could happen in a single data collection method (Thurmond, 2001).

F. Research Schedule

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

No.	Day/Date	Activity
1.	July 2, 2023	- Observation - Pre-test - Write research proposal
2.	November 2, 2023	- CAR (giving material) - Post-test I - Correcting the answers
3.	November 21, 2023	- Post-test II - Correcting answers - Questionnaire
4.	December 7, 2023	Interview

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