



**THE EFFECT OF DISCOVERY LEARNING STRATEGY  
TO THE STUDENTS' TRANSLATION ABILITY  
AT GRADE XI MAS AL AHLIYAH AEK BADAQ  
KECAMATAN SAYURMATINGGI**

**A THESIS**

*Submitted to the English Departement Tarbiyah And Teaching Faculty (IAIN)  
Padangsidimpuan as a Partial Fulfillment of the Requirement  
for Degree of Islamic Educational Scholar  
(S.Pd.I) in English Program*

Written By

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**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TARBIYAH AND PAEDAGOGY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2014**



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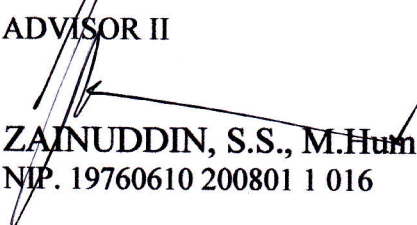
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*Assalamu 'Alaikum Wr. Wb.*

After reading, Correcting and giving suggestions for making the thesis of *NurSaripah Hasibuan* entitled "*The effect of Discovery Learning Strategy to Students' Translation Ability at Grade XI MAS Al Ahliya Aek Badak Kecamatan Sayurmatinggi* " to be better, so we decide that this thesis can be accepted as a partial fulfillment of requirement for degree of Islamic education scholar in English at State Institute for Islamic Studies IAIN Padangsidempuan.

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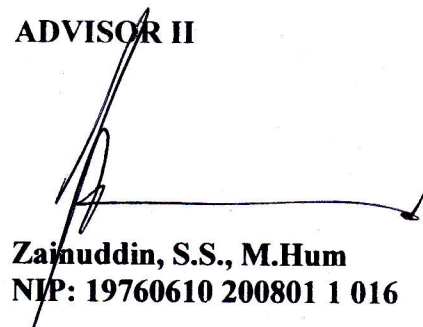
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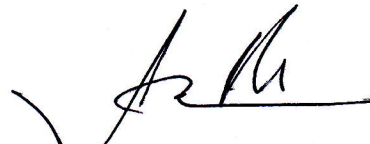
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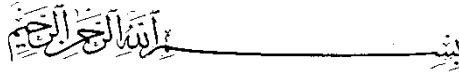
**LEGALIZATION**

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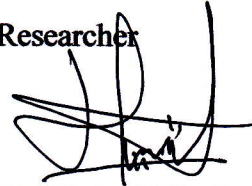
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## ABSTRACT

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**Title** : **The Effect of Discovery Learning Strategy to Students Translation Ability at Grade XI Mas Al-Ahliyah Aek Badak Kecamatan Sayurmasinggi**

This research discussed about students problem in translating ability at grade XI MAS Al- Ahliyah Aek Badak Kecamatan Sayurmasinggi. The problems of the research are the student have lack motivation, lack vocabulary, lack concentration, and uninteresting teaching strategy, As result, the students are difficult in translation text. the aim of the research in to find out the effect of discovery learning strategy to student translation ability at grade XI MAS Al- Ahliyah Aek Badak Kecamatan Sayurmasinggi.

The method of this research was conducted by experiment method with quantitative approach. Experiment method is used to test hypothesis and to see the effect of discovery learning strategy to student translation ability at grade XI MAS Al- Ahliyah Aek Badak Kecamatan Sayurmasinggi. The source of data was random sampling, there was 40 student analytical unit from 143 student MAS Al- Ahliyah Aek Badak. Collecting the data researcher was done the instrument test for the student about translation text. To analyze the data, the researcher used formulation of T-test.

After calculating the data to show the description of the data was found that the score of  $t_0$  was bigger than  $t_s$  (  $6,03 - 2,70 = 3,33$  ) it is mean that the hypothesis was accepted. It was concluded that there was significant effect of discovery learning strategy to student translation ability At grade XI Mas Al-Ahliyah aek Badak kecamatan SayurMatinggi. Finally, the researcher suggested using discovery learning strategy was effective to increase the student's translation ability.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

English is international language that used by many people in some countries for social relationship. Indonesia is one of nation that used English for social relationship to another people. Indonesia government make English as a subject in the school until university. So English one of the important language that must be learn by Indonesian students.

English language has four skills, they are reading, writing, speaking, and listening. This learning English has purpose so that the students are able to communicate oral and written language. Beside that student also must be able to translate oral and written language, because without mastery translation student will be difficult to mastery the English.

Translation is the process of transferring meaning such as: transferring meaning of English language into Indonesian language or Indonesian language into English language. So to know the information message, or knowledge in English text, the first student must translate by using dictionary.

The students of Senior High School at grade XI have been studying English very long time, but the students don't understand especially in translation text. Even though the students often do to translate text, but the students often meet much problem, because students vocabulary mastery is less, and the students

can't take conclusion of the text. If the teacher gives the students homework or task, they did homework in the school, and if the teacher gives task at school, they said, that is done at home, so they can copy from their friends.

Even though the teachers have given students some techniques how to make a good study, especially in translation. Such as taking difficulty word as new vocabularies, and make group discussion, the fact one or two who was worked out the task from the beginning until the end of task. The student often thinking that English is difficult lesson. it makes them has not interested to learning English.

The researcher knows after making observation in MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatangi, from 10 students only 3 students who was able to translate English text, even it was in the minimal target. It means, the students' mastery and understanding of English text was still low and needs to do the best thing to improve it.<sup>1</sup>

After analyzing the translation skill of the students, they cannot translate written English text. Because they wasn't mastery how to translate the target. To increase students' ability in studying translation, teachers have done many efforts, such as using learning strategy or method in learning.

Strategy is a plan of operation achieving something. There are some strategies in learning such as exposition-discover learning strategy and group-

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<sup>1</sup> Observation *with student grade XI MAS AL AHLIYAH Aek Badak*( Aek Badak, MAS AL AHLIYAH . Aek Badak 2003), Monday,23 September 2013.



individual learning strategy. Discovery learning strategy is combination learning activities that emphasize to thinking process critical an analytical of assimilation the self answer from that question. here the research just focus to discovery learning strategy to motivate the students' translation ability. The reason researcher chooses it, cause in studying translate text very needed, the mental process to assimilation concept, such as thinking process critical and analytical to discovery self answer of problems.

To increase the students ability in studying translation, the teacher must do the way to improve the students achievement in learning, such as study about meaning, structure of sentence, talking difficult word, providing English book in library and giving them homework or give many tasks about translation text. If the students practice it, the students translation ability will be easy to translate many text, usually the students are able to translate English well, if they has studied much about English while the aim of the learning alternative to explain the meaning of the word, sentence, and text.

Based on the above explanation, the researcher feels interested in conducting a research about **“The Effect of Discovery Learning Strategy to the Students' Translation Ability at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatinggi”**.

## **B. Identification of the Problem**

Translation is capability of students to transfer meaning from source language to receptor language, such as English to Indonesia or Indonesia to English. There are many factors of English translation such as: taking difficulty word as new vocabularies, and make group discussion. Mastery of the contextual meaning, structure and grammar and mastery of the technique.

Then, there are many technique in translation such as: literal meaning, idiomatic meaning, and discovery learning. Discovery learning is mental process of assimilating concept and principle in the mind.

## **C. Limitation of the Problem**

As mentioned above, there are many factors of English translation such as: taking difficulty word as new vocabularies, and make group discussion. Mastery of the contextual meaning, structure and grammar and mastery of the technique. There are many technique in translation such as: literal meaning, idiomatic meaning, and discovery learning.

Here, the researcher does not discuss all the factors. The researcher discussed one factor only that is discovery learning strategy.

Discovery learning strategy is combination learning activities that emphasize to thinking process critical an analytical of assimilation the self answer from that question. To motivate the students translation ability the research using discovery learning strategy. The reason researcher chooses it, cause in studying translate

text very needed, the mental process to assimilation concept, such as thinking process critical and analytical to discovery self answer of problems.

#### **D. Formulation of Problem**

Based on the background and identification of the problem above, the problem in this research could be formulated as follows:

1. What was students' ability in translating text without using discovery learning strategy at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatinggi?
2. What was students' ability in translating text by using discovery learning strategy at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatinggi?
3. Was there a significant effect of discovery learning strategy to the students' translation ability at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayur matinggi?

#### **E. The Aims of the Research**

Based on problem that are mentioned previously, the aim of the research are below;

1. To know the students' ability in translating text without using discovery learning strategy at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatinggi.
2. To know the students' ability in translating text by using discovery learning strategy at grade XI MAS Al-Ahliyah Aek Badak Kecamatan SayurMatinggi.

3. To know the significant effect of discovery learning strategy to the Students' Translation Ability at Grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatinggi.

#### **F. The Significant of the Research**

This research is expected to have significant benefits to the following individual and institutions:

1. To the English teacher, the result of this research can be used to teach translation better.
2. To the headmaster, the researcher hopes the result of this research can be used as important reference in making decision on learning process.
3. To the readers, as the describe to increase students' ability in learning English and as reference for researcher in next time.

#### **G. Definition of Operational Variable**

To avoid misunderstand definitional operational in this thesis, the following clarifications are probably required:

1. Discovery learning strategy

Discovery learning strategy is procedures or techniques that can be use to facilitate a learning task with using mental process of assimilation concept and principles in the mind.

2. Students' translation ability

Translation ability is capability of students to transfer meaning from source language to receptor language, such as English to Indonesia or Indonesia to English.

## **H. Outline of Thesis**

The systematic of this research is divided into five chapters, and each chapter consist of many sub chapters with detail as follow:

Chapter I, it consist of background of the problem was explained about students' ability in translation, identification of the problem where the researcher identified many problems of the student in translation, limitation of the problem, formulation of problem, the aim of the research, the significant of the research, definition of operational variable, outline of the thesis.

Chapter II, It consist of theoretical description, discovery learning strategy, definition of discovery learning strategy, step to discovery learning, principle inquiry that must attention by teacher, advantages and disadvantages discovery learning strategy, students' translation ability, definition translation ability, kind of translation, technique of translation, steps of translation, way of testing a translation, conceptual framework, the hypothesis.

Chapter III, it consist of research methodology, that described about place and time of research, research design discussion about kinds and method of the research, population and sample discussed about amount students as population and haw to take the sample, instrument of research, techniques of collecting data

talked about planning before and after research were done and data analysis used to test hypothesis.

Chapter IV, it consist of result of research which consist of description of data, where the data has calculated by using pre test and post test and applied by using quantitative analysis. Hypothesis testing discussed about analyzing data by using t-test to know discovery learning strategy to students translation ability, discussion and threats of the research where researcher explained the weakness of research.

Chapter V, it consist of conclusion and suggestion which researcher answer formulation of the problems and hypothesis. Then suggestion discussion about problem solving which researcher found in this research.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theoretical Description

##### 1. Discovery Learning Strategy

###### a. Definition of Discovery learning strategy

Learning strategies are procedures or techniques that learners can use to facilitate a learning task.<sup>1</sup> While some learning strategies, such as taking notes or making graphic organizers, are observable, most strategies are mental process that are not directly observable. Teachers can gain insight into their students mental process by discussing with students their approaches to specific learning tasks and any special techniques or tricks they have for understanding, remembering, and using information and skills. These discussion not only help teacher better understand their students learning strategies, they also help students' better understand themselves as learners.

Hornby says, strategy is the art of planning operation in war; esp of the movement of armies an navies into favorable position for fighting; skill in managing any affair.<sup>2</sup> Then Brown says, strategy is the level at which

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<sup>1</sup> Anna Uhl Chammat, *The Learning Strategies Handbook* (Logman: 10 Bank Street, 1999), p. 2.

<sup>2</sup> A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English* (London: Oxford University Press, 1987), p. 854.



activity varies considerable within individual as well as across individuals.<sup>3</sup> Strategy as a way of action becomes necessary in a situation when for the direct achievement of the main goal, the available resources are not enough. The task of strategy is an efficient use of the available resources for the achievement of the main goal. Method or plan has chosen to bring about a desired future, such as achievement of a goal or solution of problem. Then, in Hamzah says that the learning strategy can be defined as any activity that is chosen, it which can provide facilities or assistance to student towards the achievement of specific learning objective.<sup>4</sup>

From the explain researcher can be concluded that the learning strategy is a way how to be selected and used by a teacher for extend of learning material that will facilitate learners to accept and understand the material that learning objective to students. It can be understand that in learning activity, learner also find some difficult, including strategy learning as one to help students in studying.

Abu Ahmadi says discovery is the mental process of assimilating concept and principles in the mind.<sup>5</sup> So, students said was done discovery, if the students' used mental process to meet the concept or principles. The mental process that is do such as: attention, clarify, quess and conclude.

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<sup>3</sup> H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Paedagogy* (New Jersey: San Pransisco State University, 1994), p. 192.

<sup>4</sup>Hamzah B. Uno, *Model Pembelajaran* (Jakarta: Bumi Aksara, 2007), p. 1.

<sup>5</sup> Abu Ahmadi, *Strategi Belajar Mengajar* ( Bandung: Pustaka Setia, 2005) p. 76.

Oemar Hamalik says discovery learning strategy that focus to students' where is the group students discovery will be giving answer on the question content with clearly procedure.<sup>6</sup> According to Wina Sanjaya discovery is learning strategy is a combination learning activities that emphasize for thinking process critical and analytical of assimilation the answer self from a problem that question. The process thinking usually done with answer question between teacher and student.<sup>7</sup>

So the researcher concluded that, discovery learning strategy is a procedure in process teaching and learning that student concentration to critical and analytical thinking to answer the problems.

#### **b. Steps to discovery learning**

According to Ahmad Munjin nasih, the steps to discovery learning strategy there are:

- 1) There are problems that must solved.
- 2) Fit with level student cognitive development.
- 3) There are teaching media.
- 4) The class is be make comfort so that the student easy to understand or can be focused to activity teaching learning.
- 5) The teacher gives the opportunity to student to collected data.

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<sup>6</sup>Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), p. 220.

<sup>7</sup>WinaSanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2006) p. 127.

- 6) The teacher gives the answer with right data or information that will be needed by student.<sup>8</sup>

**c. Principle of discovery that must attention by teacher**

According to wina sanjaya, the principle of discovery must attention by teacher. There are:

1) Intellectual development

The first purpose from discovery strategy is to thinking development, this learning strategy is orientation to learning product also orientation to learning process. Because, product from learning process with used discovery strategy didn't determined by how long is students can be mastery, But how long student activities to look and discovery something.

2) Interaction

Learning process in foundation is interaction process, well interaction between students and teacher, students with circum perence. The teacher directing so that, students can development thinking with their interaction the teacher able to measure interaction don't easy jobs. The teacher often trapper with condition that don't well process interaction it self.

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<sup>8</sup> Ahmad munji, *method dan teehnik pembelajaran*, ( Malang Retika Aditara, 2009), p 96-97.

### 3) Questions

This characters of teacher in using discovery learning strategy teacher give the question. Because students able to answer every question and foundation have as thinking process. The question such us, giving attention to students question to track, question to develop able of students.

### 4) Thinking study

Study don't only to memories as fact, but study is learning how to think, that is process to potential develop all brain. The learning thinking very advantages and used maximal brain.

### 5) Opening

Study is process to try all something. The students necessary is given thing to try the something with logical development. The task of teacher is make the room, to give the opportunity of students the hypothesis development and evidence the right hypothesis that make it.<sup>9</sup>

#### **d. Advantages and Disadvantages Discovery Learning Strategy**

According to Wina Sanjaya there are some advantages and disadvantages of discovery learning strategy, such as:

##### 1) Advantages of Discovery Learning Strategy

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<sup>9</sup> Wina sanjaya, *Op Cit*, 200-201

- a) Discovery learning strategy is learning strategy that determined to develop aspect cognitive, efektif, psikomotorik with same. So the learning with strategy more well
- b) Discovery learning strategy can given room to students study with study style there.
- c) Discovery learning strategy strategy that well with develop psychology moderns study, the study is process change character with their experiment
- d) This strategy can given the need of students that have able on level, The meaning the students have able study well don't late from students that gracious in study<sup>10</sup>

## 2) Disadvantages of Discovery Learning Strategy

According to wina sanjaya the disadvantages of discovery learning strategi such as:

- a) If discovery learning strategy be use learning strategy so, will difficult to control the students product
- b) This strategy difficult to lesson plan cause collide with activities students in study
- c) Sometimes to implementation need the time long, so that the teacher difficult to make time schedule.

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<sup>10</sup> *Ibit*, 208.

- d) Long time criteria study product determined of able students to mastery lesson. So discovery learning strategy will be difficult to implementation by every teacher.<sup>11</sup>

## 2. Translation ability

### a. Definition of Translation

Translation is a way to transfer meaning from one language to another language, such as Indonesia to English or English to Indonesia. According to Peter Newmark Translation is the meaning of a text into another intended the text.<sup>12</sup> Roger T. Bell Translation is the expression in another language (or target language). What has been expressed in another, source language, preserving semantic and stylistic equivalences.<sup>13</sup>

Translation consists of changing from one state or form to another, to turn into ones own another language.<sup>14</sup> Translation consist of transferring the meaning of the source language into receptor language .such as English to Indonesia or Indonesia to English, it can be see in following diagram:

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<sup>11</sup> *Ibit*, 209.

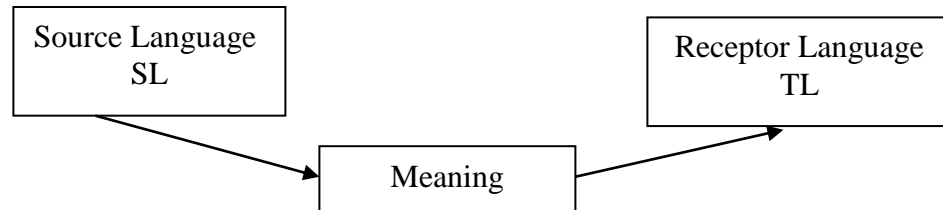
<sup>12</sup> Peter Newmark, *A Text Book of Translation*, (New York: Practice Hall, ) p. 5.

<sup>13</sup> Roger T. Bell, *Translation and Translating Theory and Practice*, (New York: Logma Group Uk limited, 1989) p. 5.

<sup>14</sup> Mildred T. Larson, *Meaning Based Translation*, (America: Universitas America, 1984) p.

### Diagram 2.1

The following diagram of translation process.<sup>15</sup>



From the diagram above, it can be seen that translation is a process of transferring the meaning from source language to receptor language. So according the researcher, translation is process by someone in replacing a written message or one language (the short message) to another language (receptor language) from English as the source language Indonesia as the target language.

#### b. Kinds of Translation

Mildred L. Larson says, there are some kinds of translation they are:

##### 1) Literal versus Idiomatic

Literal translation is follow the form of the source language.

I don't have my on you  
 (saya sudah tidak melihatmu)  
 My eye is hard on you  
 (mata saya melihatmu dengan jelas)

Idiomatic translation is natural forms of the receptor language.

I don't remember you  
 (saya tidak melihatmu)  
 I remember you  
 (saya melihatmu).

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<sup>15</sup> *Ibid.* p. 35.

## 2) Translating Grammatical Features

Grammatical choice in the translation must be based on the function of the grammatical construction in the receptor language, not on a literal rendition of a source language form.

## 3) Translating Lexical Features

Each language has its own idiomatic way of expressing meaning through lexical items (word, phrase). Language above in idiom, secondary meaning, metaphors, and figurative meaning.

Some types of figurative speech will be discussed

### a) Metonymy

The use of a word in a figurative sense involving association is called metonymy.

Example: The kettle is boiling  
(air yang dipanaskan dalam ceret sedang mendidih)

### b) Synecdoche

Figurative sense based on part-whole relationships are also quite common in some languages and are called synecdoche.

Example: Give us this day our daily bread  
(hari ini kita memperoleh roti)

### c) Euphemism

Use a figurative expression which in some way is like and different from the original.

Example: Your daughter's eyes are close  
(saudaramu meninggal)

### d) Hyperbole

Is a figure of speech in which more is said than is intended for the reader to understand.<sup>16</sup>

Example: Your room is a broken boat  
(kamar yang kurang bersih)

## 4) Conclusion

Translation is a complicated process, however a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed, even though it may be very different from the source language form.<sup>17</sup>

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<sup>16</sup> Middle L. Larson, *Op. Cit.*, p. 100-117

<sup>17</sup> *Ibid*, p. 15-20



### c. Tehnique of Translation

Roger T. Bell says that technique of translation are.

- 1) A theory of translation as process. This would require a study of information processing and within that, such topic as, (a) perseption, (b) memory, (c) encoding and decoding of messages, and would draw heavily on psychology and psycholinguistic.
- 2) A theory of translation as product. this would required as study of text not morely by means of the traditional level of linguistic analysis syntax and semantic. Betle so making use of statistic and rece advantages in text linguistic and source analysis.
- 3) A theory of translation as both process and product. This would required the interested study of both and such as general theory or translation study.<sup>18</sup>

### d. Steps in a Translation Project

Mildred L. Larson says the steps in a translation project there are.

#### 1) Estabilishing the Project

Before one considers beginning a translation project, there a number of matters which need to be clearly understood by all who will be involved. These can be summarized under four :There are, text, target, the team and the tools.

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<sup>18</sup> Roger T Bell, *Op. Cit.*, p. 26.

The text refer to source language document which is to be translated. The target, the form of translation will be effected by question of dialect, education level, age level, bilingualism, and peoples attitude towards their language. Team, refers to the people who will be involved in project the team may consist like: Co-translator specialist, a translator with capability mather mastery, a commite working. Tool, refer to written source material to easy translate such as dictionary.

- 2) Ergensis, is used to refer the process of discovering meaning of source language text which is to be translated

As the translator read through the text, he should note down any lexical item which seem to be key words. One of the first steps in analysis should be a careful study of the key word, in order to find a good lexical equivalent in the receptor language. The component of meaning which are crucial and need to be transferred should be identified : event, participant ( person or object which action or to which the action is done).<sup>19</sup>

Ex: 1. John rejected and peters' offer

The *event* are *reject* and *offer*

The *participant* are *john* and *peter*

2. His graduation depended on her help

The event are graduation and help

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<sup>19</sup> *Ibid.*, p. 479

The participant are male person (his)

If the text is very long one, the translator will need to divide into smaller unit and work on one of these time.

### 3) Transfer

Transfer is the process of going from the semantic structure analysis to initial draft of the translate. The transfer takes place in mind of the translator. After this done the translator is faced with transferring this meaning into second language.

After a careful analysis of the source language text, as indicated above, the translator begins drafting piece by piece, section by section, the transfer result in initial draft. In preparing draft, the translator is transpiring from the source language into receptor language. He must always keep his target audience in mind.

### 4) Initial draft

The first thing the translator will do is to read, of this larger unit which he is checking. It doing this he should be looking for (wrong grammatical form, place that seem too wordy, wrong a word phrasing, collocational clashes, questionable meaning, style). The second thing translator will need to do is to checking for accuracy of the meaning.

Evaluation, the purpose of evaluation, accuracy, clearness ,naturalness, we must evaluate their writing to some other audience. It is very easy, as one translating to some piece information. Sometimes

restructuring, the translator is working hard at getting the meaning. The information will need to be deleted. Sometimes mistakes are made in the analysis of the source text or in the transfer process and different meaning result. It because translator make these kind of mistakes, that carefully check for accuracy is needed.

5) Revised draft

After evaluation done carefully, the translator has checked may have suggested many rewarding.

6) Consultation, translator will aspect that consultants is interested, accuracy of content, naturalness of style, and meaning clearly.

7) Final draft, check again with mother tongue speaker be sure they are warranted.<sup>20</sup>

**e. Way of testing a translation**

There several way of testing a translation. There some overlap between them, in that some person may be involved in several kinds of test and test may give similar information about the translation. According to Mildred L. Larson the way of testing a translation, there are:<sup>21</sup>

- 1) comparison with the source text
- 2) Beck translation into the source language.
- 3) Comprehension checking.

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<sup>20</sup> Midrel L Larson *Op Cit*, p 46-51

<sup>21</sup>*Ibid.*, p.489

- 4) Naturalness and readability testing.
- 5) Consistency checking.

Whatever kinds of checking is to be done, it needs to be done systematically and notes need to be taken carefully. A hit-or-miss kind of checking will not lead to a quality translation. The one who is checking must know what he is checking for. Testing is ineffective because a person cannot think about many things at once. Each kind of checking should be done separately, with specific goals, and with notes recorded for the translator to use in revision. The notes are important, not just for improving the translation which was checked. But, also for evaluating the errors which are repeated again and again.

According to John D'Amico the way to test translation is coherence and interest to reading, mastery of grammar and vocabulary clearly of the contextual meaning, mechanics and technique.<sup>22</sup>

a) Grammar

Grammar is the part of the study of language which deals with the form and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings

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<sup>22</sup> <http://www.rubrictranslation.com/cfm/ssp=yes&code=> accessed on May 31 2014

(semantics)<sup>23</sup>. Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- (1) Grammar almost entirely inaccurate phrases
- (2) Constant errors showing of very few major patterns and frequently preventing communication
- (3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- (4) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- (5) Few errors, with no pattern of failure.<sup>24</sup>

#### b) The Text Structure

“ The text structure is the culture of the native speakers of a language to select and use the linguistics units of their language in the production and interpretation a text as tool of an effective and efficient communication. There are two synergic approaches used to view this culture. The first is the rhetoric approach. It is the way how they produce and interpret a unified and coherent text. The second is functional approach. It is the way they select and use the correct grammatical aspects a certain unified and coherent text. The two approaches are not dichotomies. They are not in extreme sides. In this case, a text is like a coin having two sides. It always has the two sides. It never has one side only. A text written based on one approach is not a good text. An

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<sup>23</sup> Victoria Neufeldt, *Webster New World College Dictionari 3 rd*, (New York: Simon & Schuster Inc, 1995), p. 286.

<sup>24</sup> *Ibid.*, p. 7.

effective and efficient text is always the one which is written based on the two points of view”.<sup>25</sup>

### c) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols signs, gesture, etc. It is used for communication or expression, in particular art, skill, etc.<sup>26</sup>

Vocabulary is more than a list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

- 1) Vocabulary inadequate for even the simplest conversation
- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- 3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- 4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with circumlocution.

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<sup>25</sup> Sanggam Siahaan dan Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 2-3.

<sup>26</sup> Victoria Neufeldt, *Op.cit.*, p. 1494

5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

d) Contextual Meaning

Contextual meaning is one of the meaning categories of the meaning where it doesn't based on the dictionary meaning but based on the context where and when the words, phrases, or sentences are used. It means that it is still the part of semantic while semantic defines as the study of meaning. To fully the meaning of word or a sentence, it is important to understand the context in which it was uttered. For examples; consider the word *ball* in a sentence such as "He kicks the *ball* in to the net" it can visualize around black and white soccer ball about the nine inches in diameters. But if the *ball* dribble down the court and shot the basket that is the basket ball.

**B. Conceptual Framework**

Translation is a way to transfer meaning from one language to another language, such as Indonesia to English or English to Indonesia.

Discovery learning strategy is a procedure that process teaching and learning that student concentration to critical and analytical thinking

Discovery learning strategy is a procedure that process teaching and learning that student concentration to critical and analytical thinking. It help the



student realize the need to consider information from the text. discovery learning strategy present text that must translate with way relationship between translator background knowledge. Beside it, that is strategy useful the students who are translating to get information from the text. It can be do with step-by-step: the students look the word that don't know meaning in the little time. After it student must translate text direct without wait her turn. This strategy will be make student must concentration. Cause the activities translate don't make procedure turn. So, the student must prepare their background knowledge. This strategy will increase student ability in translation especially the student an interesting and have low in translate.

So the researcher assume that there are significant the effect of discovery learning strategy to student translation ability at grade XI MAS AL AHLIYAH aek badak kecamatan sayurmatinggi.

### **C. The Hypothesis**

Hypothesis is an important case that should be decided in a research, Suharismi Arikunto says the hypothesis is tentative answer for the research problem until proven by data collected.<sup>27</sup>

Based on the above explanation the writer formulated the hypothesis as follow:

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<sup>27</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1997) p. 67.

1. Ha: There is significant effect of discovery learning strategy to the students' translation ability at grade XI MAS Al-Ahliyah Aek Badak.
2. Ho: There is no significant effect of discovery learning strategy to the students' translation ability at grade XI MAS Al-Ahliyah Aek Badak.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of Research

This research has been done at MAS Al-Ahliyah Aek Badak that location in Aek Badak Kecamatan Sayurmatangi. This place is chosen because the researcher graduated from this School. This research has been done from March 2013 until finished.

#### B. Research design

The kinds of this research is quantitative approach. according to L.R. Gay and Peter Airasian described: Quantitative approach are based on the collection and analysis of numeral data, usually obtained from questionnaires, test, checklist, and other formal paper and pencil instrument.<sup>1</sup> This study used experimental research. According to John W. Cresswell, experimental research includes true experiment with random assignment of subject to treatment condition as quasi Experiment that used non randomized.<sup>2</sup> Next according to L.R. Gay and Peter Airasian, Experiment research is the only type of research that can test hypotheses to established cause and effect.<sup>3</sup>

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<sup>1</sup> L. R. Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application*, (U.S.A: Prentice-hall, 2000). p.8.

<sup>2</sup> John W. Cresswell, *Research Design*, (U.S.A: Sage Publication, 2002), p. 14.

<sup>3</sup> L.R. Gay & Peter Airasian, *Op cit*, .p. 367.

So researcher concludes that it was a kind of researched which has aim to know causal effect relationship between one variable or more to other variable. The experimental research controls the selected of participant for the study and divides the select participant into more groups having similar characteristic at the start of experiment.

### C. Population and Sample

#### 1. Population

According to Suharsimi Arikunto, A population is a set (collection) of all element one or more attributes of interest.<sup>4</sup> The population of the research was the students of MAS Al-Ahliyah Aek Badak in academic year 2013. The were 143 students it can be seen the table follow.

**Table 3.1**  
**Population of the research**

| No    | Class           | Amount    |
|-------|-----------------|-----------|
| 1     | Class X         | 48        |
| 2     | <b>Class XI</b> | <b>40</b> |
| 3     | Class XII       | 55        |
| Total |                 | 143       |

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Practice*, ( Jakarta: Rineka Cipta, 1997), p 115.

## 2. Sample

According to the John W. Creswell, sample is single or multistage (called clustering). A single stage sampling procedure is one in which the researcher has access to names in the population and sample the people (another elements) directly<sup>5</sup>.

The sample of this research was students MAS Al-Ahliyah at grade XI, that is consist of 40 students. The researcher divided class into two, which consist of class XI1 and XI2 with way make lotre number, every students has got number singular, the student stand on class, and every student has got number full go out from the class and go to library . The researcher choose class XI1 using method (as experiment class) consist of 20 student and class XI2 without using method (as control class) consist of 20 students. If the population consist of large number, the sample could be taken from 10-15% or 20-25% or more. if the population is less than 100, better all the population used as sample. It can be seen in the table as follow:

**Table 3.2**  
**Sample of the research**

| N<br>O | Class | The Total of<br>Student | Amount              |                  |
|--------|-------|-------------------------|---------------------|------------------|
|        |       |                         | Experiment<br>class | Control<br>class |
| 1      | XI    | 40                      | 20                  | 20               |

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<sup>5</sup> John W. Creswell, *Research Design*, ( London; University of Neprasco, 2003), p. 156.

#### D. Instrument of the Research

There should be an instrument of the research because it can go quarante for talking the valid data. Arikunto say instrument of the research is a tool of facility used by the researcher in collecting data<sup>6</sup>. The instrument of collecting data is using test.

In this research, the researcher gives the pre-test and post-test to experimental and control class, it can see from the follow table.

**Table 3.3**  
**Table of instrument collecting data**

| <b>Class</b>     | <b>Pre-test</b> | <b>Treatment</b> | <b>Post-test</b> |
|------------------|-----------------|------------------|------------------|
| Experiment class | √               | √                | √                |
| Control class    | √               | X                | √                |

It was to test the student's translation ability the kinds of the test make something accomplish, it was five item. In which, it was scored different for each item to make the total score to Be 100.

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<sup>6</sup> Suharsimin Arikunto, *Op.Cit*, p. 137.

**Table. 3.4**  
**Rubric of translation<sup>7</sup>**

| No    | Indicator | Poor =<br>10-12 score  | Fair=<br>15-18 score   | Good=<br>20-25 score  |
|-------|-----------|--|--|---|
| 1     | Content   | The translation don't explain maint point, but only some of them | The translation don't explain all point.                           | The translation complete every idea don' leave anything.                |
| 2     | Mechanic  | There many speling grammer error, contex meaning mistakes        | There are some spelling grammatical error, contex meaning mistakes | There are no speling grammar mistakes, contex meaning an don't mistakes |
| 3     | Technique | Word to word   | Literal  | Idiomatic   |
| 4     | Coherence | No comfort un interesting  | Less comfort less interesting                                      | Comfort to interesting  |
| Total |           |  |  |   |

To know getting score, in range of score, the researcher quoted Muhibbin Syah opinion.<sup>8</sup> can be see on the table.

<sup>7</sup> jhon dioble, [http:// www. Campus com./](http://www.Campus.com/) rubric translation sp=yes & co Accssed on may 31 2014

<sup>8</sup>Muhibbin Syah , *Pisikology Pendidikan Baru*, ( Bandung : Remaja Rosda Karya, 2000), p 81.

**Table 3.5**  
**Score of the Table Test**

| <b>Range of real score</b> | <b>Frequency</b> |
|----------------------------|------------------|
| 80-100                     | Excellent        |
| 61-79                      | Good             |
| 41-60                      | Average          |
| 21-40                      | Poor             |

#### **E. Techniques of Collecting data**

To get the data from the student, the researcher collect it was by giving pre-test and post-test to students. Test is some of question or view and other tool was used for measure skill, knowledge and translation ability, The test are:

##### 1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test to find the means scores of discovery learning strategy before the researcher gives treatment. In this case, the researcher hope the while students' translation ability are same, or if there is a difference between those group, the differences is hope fully not significant.

##### 2. Treatment

The experimental group and control group were gave same material, which is consisting of translation aspects that has been taught by teacher in different ways, the experiment group has been given treatment, it has been by



using discovery learning strategy and control group has been without using strategy.

### 3. Post-test

After given treatment, the researcher conduct a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measure the treatment, whether is significant or not.

## F. Technique for Data Analysis

The analysis of data is done to find out the ability of the two group that have been divided in to experiment and control class the data will be analysis by using the following test formula<sup>9</sup>.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$X_1$  = Mean of

$X_2$  = Mean of

$S$  = Combination of standar deviation

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<sup>9</sup>Anas Sudijono. *Pengantar Statistic Pendidikan*, ( Jakarta; PT. Raja Grapindo Prasada, 2004) , p. 314.

**CHAPTER IV**  
**RESULT OF RESEARCH**

As mentioned in earlier chapter, in order to evaluate the of effect of discovery learning strategy to the students' translation ability, the researcher has calculated the data using pre- test and post- test. The researcher used the formulation of T- test the hypotesis. Next, the researcher described the data as follow:

**A. Description of Data Before Using Discovery Learning Strategy**

1. The score of pre- test experimental class

The result of the test in experimental class before using discovery learning strategy to the students' translation ability can be seen in following table.

**Table 4.1**  
**The score of Pre- Test in Exprimental Class**

| No  | Initial Name | Score |
|-----|--------------|-------|
| 1.  | DRM          | 60    |
| 2.  | NIS          | 68    |
| 3.  | YNT          | 68    |
| 4.  | SKR          | 50    |
| 5.  | SHR          | 72    |
| 6.  | SMN          | 74    |
| 7.  | STA          | 66    |
| 8.  | AHMD         | 60    |
| 9.  | LNN          | 64    |
| 10. | STN          | 70    |
| 11. | PTMH         | 58    |
| 12. | RKY          | 68    |
| 13. | RHM          | 66    |

|              |      |             |
|--------------|------|-------------|
| 14.          | RSD  | 56          |
| 15.          | ILHM | 58          |
| 16.          | RSK  | 70          |
| 17.          | NRDN | 52          |
| 18.          | JHR  | 66          |
| 19.          | SMN  | 68          |
| 20.          | TLIB | 64          |
| <b>Total</b> |      | <b>1280</b> |
| Mean         |      | 64          |
| Mode         |      | 67          |
| Median       |      | 68.75       |
| The lowest   |      | 50          |
| The highest  |      | 74          |

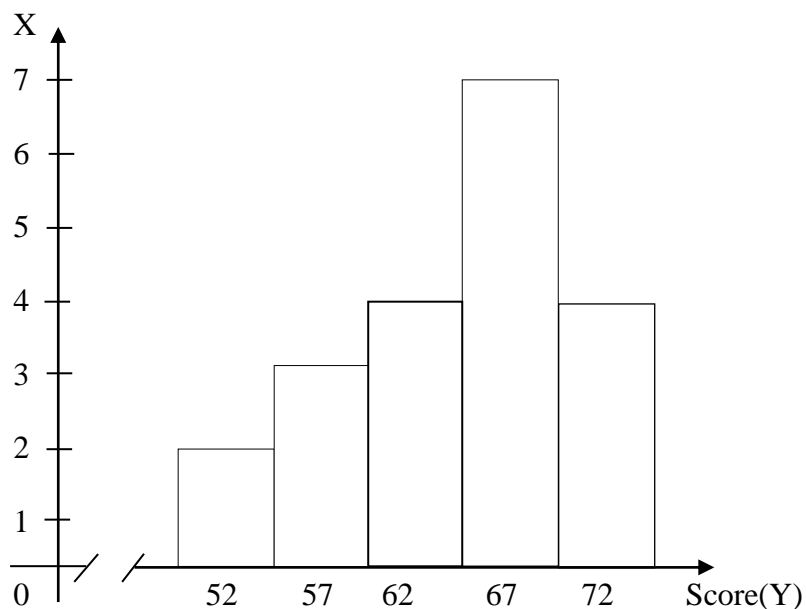
Based on the above table, the sum of score in experimental group was 1280, mean was 64 mode was 67 median was 68.75, the lowest score is 50, and the high score is 74. The calculation of how to get it can be seen in the appendix VII. Then, the computed of the frequency distribution of students score in pre-test of experiment group can be applied into table frequency distribution as follows:

**Table 4.2**

**The percentage of students score in pre test of experiment group**

| No    | Interval | Frequency | Median | Percentage |
|-------|----------|-----------|--------|------------|
| 1     | 50-54    | 2         | 52     | 10%        |
| 2     | 55-59    | 3         | 57     | 15%        |
| 3     | 60-64    | 4         | 62     | 20%        |
| 4     | 65-69    | 7         | 67     | 35%        |
| 5     | 70-74    | 4         | 72     | 20%        |
| Total |          | 20        |        | 100%       |

From the table above, it could be seen the picture in the below:



Picture 1. Histogram for the percentage of students' score in pre test of experimental group

From the table and histogram above, it could be see that in experiment group 80% students got under 70, and 20% students got upper 70.and the mean score was 64. Therefore, the student translation ability before using discovery learning strategy.

## 2. The score of pre-test in control class

**Table 4.3**  
**The score of pre-test in control class**

| No | Initial Name | Score |
|----|--------------|-------|
| 1. | TRY          | 70    |
| 2. | ABDL         | 54    |
| 3. | APGN         | 50    |
| 4. | SPR          | 60    |
| 5. | LAN          | 48    |
| 6. | SARI         | 52    |

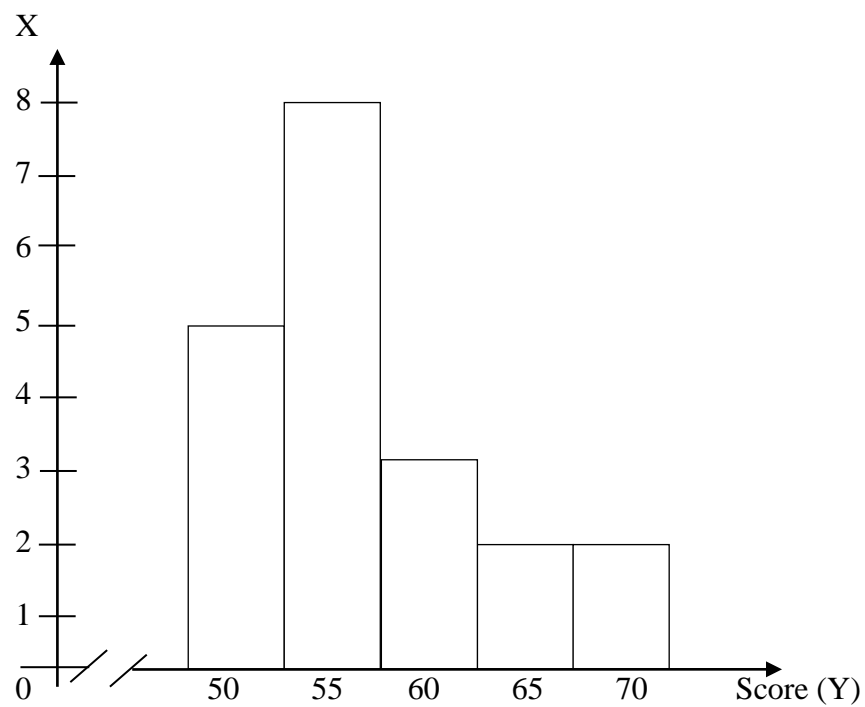
|              |      |             |
|--------------|------|-------------|
| 7.           | NUR  | 56          |
| 8.           | HOL  | 66          |
| 9.           | EPRY | 66          |
| 10.          | GOS  | 72          |
| 11.          | RKY  | 58          |
| 12.          | MARA | 48          |
| 13.          | JLHN | 54          |
| 14.          | ZLL  | 56          |
| 15.          | SHLN | 56          |
| 16.          | EMM  | 56          |
| 17.          | RSK  | 54          |
| 18.          | RSMN | 60          |
| 19.          | PHRL | 56          |
| 20.          | KNDR | 52          |
| <b>Total</b> |      | <b>1144</b> |
| Mean         |      | 57          |
| Mode         |      | 55.6        |
| Median       |      | 54.35       |
| The lowest   |      | 48          |
| The highest  |      | 72          |

Based on the above table the sum of score in control class was 1144 mean was 57, made was 55.6 median was 54.35, the lowest score was 48, and the high score was 72 next, the calculation of how to get it can be see in appendix VIII. Then computed of the frequency distribution of the students score in pre test in control class can be applied in to table frequency distribution as follow:

**Table 4.4**  
**Percentage the score of pre-test in control class**

| No    | Interval | Frequency | Median | Percentage |
|-------|----------|-----------|--------|------------|
| 1     | 48-52    | 5         | 50     | 25%        |
| 2     | 53-57    | 8         | 55     | 40%        |
| 3     | 58-62    | 3         | 60     | 15%        |
| 4     | 63-67    | 2         | 65     | 10%        |
| 5     | 68-72    | 2         | 70     | 10%        |
| Total |          | 20        |        | 100%       |

From the table above, it could be seen in the figure below:



Picture 2. Histogram for the percentage of students score in pre test of control class

From the table and histogram above, it could be seen in control group 80% student got under 70, and 20% student upper 70, next mean score was 57, mode was 55.6 and median was 54.35.

## **B. Data by Using Discovery Learning Strategy to Students Translation Ability**

### 1. Description data of experimental class

The result of test in experimental class by using discovery learning strategy to student ability can be see in follow table

**Table 4.5**

**The score of post test in experimental class**

| <b>No</b>    | <b>Initial Name</b> | <b>Score</b> |
|--------------|---------------------|--------------|
| 1.           | DRM                 | 80           |
| 2.           | NIS                 | 80           |
| 3.           | YNT                 | 82           |
| 4.           | SKR                 | 65           |
| 5.           | SHR                 | 70           |
| 6.           | SMM                 | 68           |
| 7.           | STA                 | 74           |
| 8.           | AHMD                | 78           |
| 9.           | LNN                 | 78           |
| 10.          | STN                 | 76           |
| 11.          | PTM                 | 84           |
| 12.          | KYH                 | 82           |
| 13.          | RHMD                | 89           |
| 14.          | RSD                 | 86           |
| 15.          | ILHM                | 80           |
| 16.          | RKY                 | 84           |
| 17.          | NRDN                | 82           |
| 18.          | JHR                 | 78           |
| 19.          | SMM                 | 78           |
| 20.          | TLIB                | 74           |
| <b>Total</b> |                     | <b>1568</b>  |

|             |       |
|-------------|-------|
| Mean        | 78.25 |
| Mode        | 84.5  |
| Median      | 83.05 |
| The lowest  | 65    |
| The highest | 89    |

Based on the table the sum of score in experimental class after using discovery learning strategy to student translation ability was 1568 mean was 78.25 mode was 84.5 median 83.05 the lowest score was 65 and the high score was 89. Next the calculation of how to get it can be see in appendix IX. Then, the computed of the frequency, distribution of the students score of class can be applied into table frequency distribution as follows:

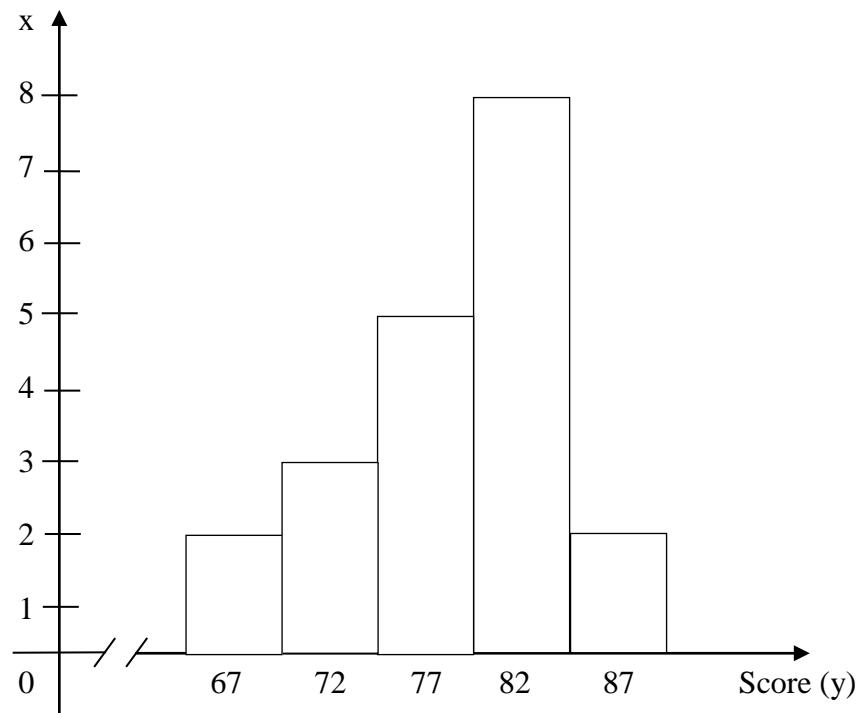
**Table 4.6**

**The frequency distribution of students' score in experimental class**

| No    | Interval | Median | Frequency | Percentages |
|-------|----------|--------|-----------|-------------|
| 1     | 65-69    | 67     | 2         | 10%         |
| 2     | 70-74    | 72     | 3         | 15%         |
| 3     | 75-79    | 77     | 5         | 25%         |
| 4     | 80-84    | 82     | 8         | 40%         |
| 5     | 85-89    | 87     | 2         | 10%         |
| Total |          |        | 20        | 100%        |



Based on the above data, it can be draw at histogram as below :



From the table and histogram above, it could be seen that in the experiment group 50% of students got upper 70 and 50% of students got upper 80. Therefore, after students using the discovery learning strategy.

## 2. Description data of control class

**Table 4.7**

**The score of post test in control class**

| No | Initial Name | Score |
|----|--------------|-------|
| 1. | TRY          | 70    |
| 2. | ABDL         | 68    |
| 3. | APGN         | 70    |
| 4. | SPR          | 80    |
| 5. | LAN          | 56    |
| 6. | SARI         | 68    |
| 7. | NUR          | 78    |

|             |      |       |
|-------------|------|-------|
| 8.          | HOL  | 74    |
| 9.          | EPRY | 72    |
| 10.         | GOS  | 72    |
| 11.         | RKY  | 74    |
| 12.         | MARA | 68    |
| 13.         | JLHN | 70    |
| 14.         | ZLL  | 68    |
| 15.         | SHLN | 60    |
| 16.         | EMM  | 64    |
| 17.         | RSK  | 64    |
| 18.         | RSMN | 64    |
| 19.         | PHRL | 64    |
| 20.         | KNDR | 60    |
| Total       |      | 1367  |
| Mean        |      | 67.5  |
| Mode        |      | 68    |
| Median      |      | 68.35 |
| The lowest  |      | 56    |
| The highest |      | 80    |

Based on the table the sum of score control class was 1364 mean was 67.5, mode was 68 Median was 68.35. Next the calculation of how to get it can be seen to appendix VII, the computed of the frequency distribution of the student score in post test can be applied in to table frequency distribution as follow.

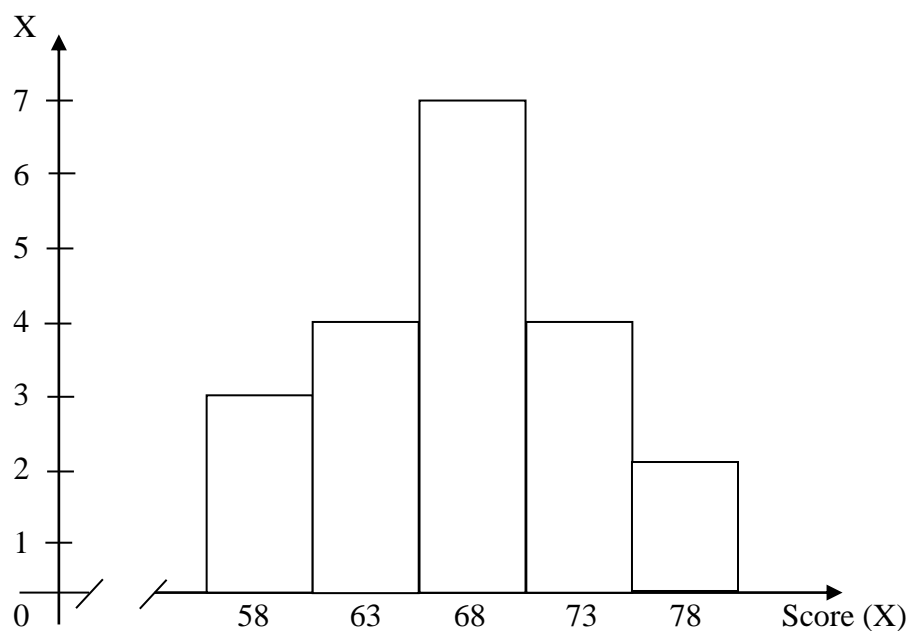
**Table 4.8**

**The frequency distribution of student score in control class**

| No | Interval | Median | Frequency | Percentages |
|----|----------|--------|-----------|-------------|
| 1  | 56-60    | 58     | 3         | 15%         |
| 2  | 61-65    | 63     | 4         | 20%         |

|       |       |    |    |      |
|-------|-------|----|----|------|
| 3     | 66-70 | 68 | 7  | 35%  |
| 4     | 71-75 | 73 | 4  | 20%  |
| 5     | 76-80 | 78 | 2  | 10%  |
| Total |       |    | 20 | 100% |

Based on the above data, it can be draw at histogram as below:



From the table and histogram above, it could be seen ,that is control group, 70% students got under 70, and 30% students got upper 70. The maen score was 67.5.

### C. Hypothesis Testing

The hypothesis of research was there was a significant effect of using discovery learning strategy to student translation ability. Based on the

collected data, the data will be analyzed to prove hypothesis by using formula of T-test the steps were to analysis data, the were.

1. There were many steps to analysis data, they were

a. The average score of experimental group

$$\begin{aligned} (\bar{X}) &= \frac{\sum Fx}{N} \\ &= \frac{1565}{20} \\ &= 78.25 \end{aligned}$$

b. The average score of control class

$$\begin{aligned} (\bar{X}) &= \frac{\sum Fx}{N} \\ &= \frac{1350}{20} \\ &= 67.5 \end{aligned}$$

2. The second step to find deviation score each class

a. The deviation score of experimental class

$$\begin{aligned} S^2 &= \frac{n\sum fi.x^2 - (\sum fi.xi)^2}{n(n-1)} \\ &= \frac{20(123105) - (1565)^2}{20(20-1)} \\ &= \frac{2462100 - 2449225}{380} \\ &= \frac{12875}{380} \end{aligned}$$

$$S^2 = 33.88$$

$$S = 5.82$$

b. The deviation score of control class

$$\begin{aligned} S^2 &= \frac{n\sum fi.x^2 - (\sum fi.xi)^2}{n(n-1)} \\ &= \frac{20(91820) - (1350)^2}{20(20-1)} \\ &= \frac{1836400 - 1822500}{380} \\ &= \frac{13900}{380} \end{aligned}$$

$$S^2 = 36.57$$

$$S = 6.04$$

C. The combination of deviation of each class

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(20-1)5.82^2 + (20-1)6.04^2}{20+20-2}}$$

$$s = \sqrt{\frac{19(33.87) + (19)36.48}{38}}$$

$$s = \sqrt{\frac{643.53 + 693.12}{38}}$$

$$s = \sqrt{\frac{1336.65}{38}}$$

$$s = \sqrt{33.17}$$

$$s = 5.75$$

3. The third step, to use the formulation of T-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{78,25 - 67,5}{5,75 \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t = \frac{10.75}{5,75 \sqrt{0.1}}$$

$$t = \frac{10.75}{5.75 \cdot 0.31}$$

$$t = \frac{10.75}{1.78}$$

$$= 6.03$$

$$d. b = (n_1 + n_2 - 2) = 20 + 20 - 2 = 38, \text{ next, did test missing one}$$

In appendix XIII the score  $f_s 0,05 = 2.70$  and  $t_s 0.01 = 2.42$  to  $= 6.03 < 6.03 > 2.70 > 2.42$ . So from the above calculation, it was concluded that the result of experimental was significant, the using of discovery learning strategy has significant effect to student translation ability at grade XI MAS al- ahiyah aek badak kecamatan sayurmatangi. So the hypothesis was accepted.

Next, to know the category how far the effect of discovery learning strategy to student translation ability, it would be interpreted from the table below.

**Table 4.9**

**The table of coefficient effect of interpretation<sup>1</sup>**

| <b>Coefficient</b> | <b>Effect Level</b> |
|--------------------|---------------------|
| 0.00-0.20          | very low            |
| 0.20-0.40          | Low                 |
| <b>0.40-0.70</b>   | <b>Enough</b>       |
| 0.70-0.90          | High                |
| 0.90-1.00          | very high           |

To know the coefficient difference, to minimized  $t_s (6.03 - 2.70 = 3.33)$ . Next, the result of inter of inter proted to above to able, so that, the

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<sup>1</sup>Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, Cet, I, 2005), p.138.

effect of using discovery learning strategy to student translation ability at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatangi, is categorized enough.

#### **D. Discussion**

This research was done by researcher to know the effect of discovery learning strategy to students' translation ability at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatangi, has tried the strategy can be to inspires student to think creative and analytic to do task. The student use literal and higher level think skill. Then, without using this strategy the student more than diligent to study.

From the calculation above, the researcher appropriated that result of research post-test, that result of experimental class better than result of control class. It can be seen from total score of experimental class and control class 1568 and 1367, more ever the last score of calculation above indicated to  $t_s > t_{(6.03) 2.70) 2.46}$ . It has significant effect to increase student translation ability.

So the hypothesis was accepted, finally, there was significant effect of discovery learning strategy to student translation ability at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatangi.

#### **E. Threats of the Research**

The researcher found the threat of this research, as follow:

1. The students always shy to share their ideals in English



2. The student laziness to did task english especially translation text, if their teaching English their student seldom to brought dictionary
3. In doing the test, the students needed more time for working pre-test and post-test
4. Limited of instrument of research.

The research was a ware al the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this, research only. Finally, it has been done because the helping from the enter advisors, headmaster and english teacher.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research and calculation of the data, the researcher got the conclusion that students Translation ability of student by using discovery learning strategy was better than pre-test control class was 57 and pre-test experimental class was 64 it is low category. After using discovery learning strategy to students translation ability text at grade XI MAS Al-Ahliyah Aek Badak Kecamatan Sayurmatangi. Post-test control class was 67.5 and post-test experimental class was 78.25 (high)

From the calculation of  $t$  to 6.03 while  $t_{1-2.70}$ , so there significant the effect using of discovery learning strategy to student translation ability , the hypothesis in this research is accepted because,  $t$  is the higher than  $t_s <6.03> 2.70$  .

#### **B. Suggestion**

Based on the above conclusion of the research, the reseacher want to give some suggestion as follow:

1. For headmaster, to make students get the goal of learning, the teacher make a good preparation and headmaster must give teaching to teacher to make students enjoy in learning.

2. For english teacher are hoped that English teaching learning process must use English to explain or to teaching English subject and not borring to do experience a strategy in learning english to get effective
3. For students, students must follow the procedure of learning.
4. For other researcher should improve the research about using strategy in translation ability.

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## APPENDIX I

### LESSON PLAN EXPERIMENTAL CLASS

**Nama Sekolah** : MAS AL-AhliyahAekBadak

**Mata Pelajaran** : BahasaInggris

**Kelas/Semester** : XI/I

**Alokasi Waktu** : 2 x 45 Menit

**Standar Kompetensi** : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

**Kompetensi Dasar** : Mengungkapkan makna dalam langkah retorikal dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk report.

**Tujuan Pembelajaran** : Memahami makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk report untuk berinteraksi dengan lingkungan terdekat

**Materi Pokok** : **Jogging, a Gentle Running**

If you get up early in the morning you will see an unusual sight. In city parks and in city street, lot of boys and girls and men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbour as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming-pool, look at the people around you, especially those who are over thirty. How many of them have a fast stomach? Now you understand why more people today go jogging or do some other sort of exercises.

**Method/Strategy** : Discovery Learning Strategy

**Langkah-Langkah Pembelajaran :**

1. Eksplorasi
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
  - Mengabsen siswa yang hadir
2. Elaborasi
  - Mengidentifikasi makna tata bahasa yang ada dalam text
  - Siswa mampu menemukan informasi rinci dari text
3. Konfirmasi
  - Menanyakan kesulitan siswa dalam memahami text yang dipelajari
  - Menyimpulkan materi yang dipelajari



**SumberBelajar** : English Book

**Penilaian** :

| <b>Indikator Pencapaian Kompetensi</b>  | <b>Tekhnik Penilaian</b>    | <b>Bentuk Instrument</b> | <b>Instrument</b> |
|---|-----------------------------|--------------------------|-------------------|
| <ul style="list-style-type: none"><li>➤ Mengidentifikasi makna tata bahasa yang ada dalam text</li><li>➤ Menemukan informasi rinci dari text.</li></ul> | Discovery learning strategy | Using essay test         | Text tulis        |

## APPENDIX II

### LESSON PLAN CONTROL CLASS

**Nama Sekolah** : MAS AL-Ahliyah Aek Badak

**Mata Pelajaran** : Bahasa Inggris

**Kelas / Semester** : XI/I

**Alokasi Waktu** : 2 x 45 Menit

**Standar Kompetensi** : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

**Kompetensi Dasar** : Mengungkapkan makna dalam langkah retorikal dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk report.

**Tujuan Pembelajaran** : Memahami makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk report untuk berinteraksi dengan lingkungan terdekat

**Materi Pokok** : **Jogging, a Gentle Running**

If you get up early in the morning you will see an unusual sight. In city parks and in city street, lot of boys and girls and men and women are already up and busy.

But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair or jeans or short, a sweater, and a little courage. Don't be embarrassed if you meet your neighbour as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming-pool, look at the people around you, especially those who are over thirty. How many of them have a fast stomach? Now you understand why more people today go jogging or do some other sort of exercises.

**Method / Strategy** : Using drill method

**Langkah-Langkah Pembelajaran :**

1. Eksplorasi
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
  - Mengabsen siswa yang hadir
2. Elaborasi
  - Tanpa ada perlakuan
3. Konfirmasi
  - Mengumpulkan teks

**Sumber Belajar** : English Book

**Penilaian** :

| <b>Indikator Pencapaian Kompetensi</b>  | <b>Teknik Penilaian</b> | <b>Bentuk Instrument</b> | <b>Instrument</b> |
|---|-------------------------|--------------------------|-------------------|
| <ul style="list-style-type: none"><li>➤ Mengidentifikasi makna tata bahasa yang ada dalam text</li><li>➤ Menemukan informasi rinci dari text.</li></ul> | Using drill<br>methode  | Essay test               | Text tulis        |

## APPENDIX III

### PRE TEST

**Name** :

**Nis** :

**Class / Sem** :

If you get up early in the morning you will see an unusual sight. In city parks and in city street, lot of boys and girls and men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair or jeans or short, a sweater, and a little courage. Don't be embrassed if you meet your neighbour as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming-pool, look at the people around you, especially those who are over thirty. How many of them have a fast stomatch? Now you understand why more people today go jogging or do some other sort of exercises.

## APPENDIX IV

### POST TEST

**Name** :

**Nis** :

**Class / Sem** :

If you get up early in the morning you will see an unusual sight. In city parks and in city street, lot of boys and girls and men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair or jeans or short, a sweater, and a little courage. Don't be embarrassed if you meet your neighbour as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming-pool, look at the people around you, especially those who are over thirty. How many of them have a fast stomach? Now you understand why more people today go jogging or do some other sort of exercises.

**APPENDIX V****The Score of Exprimental Class**

| No | Student<br>Initial | Pre-Test |    |    |    |           | Post-Test |    |    |    |           |
|----|--------------------|----------|----|----|----|-----------|-----------|----|----|----|-----------|
|    |                    | C        | M  | P  | C  | Total     | C         | M  | P  | C  | Total     |
| 1  | DRM                | 15       | 15 | 15 | 15 | <b>60</b> | 20        | 20 | 20 | 20 | <b>80</b> |
| 2  | NIS                | 15       | 18 | 18 | 17 | <b>68</b> | 20        | 20 | 20 | 20 | <b>80</b> |
| 3  | YNT                | 15       | 18 | 18 | 17 | <b>68</b> | 20        | 20 | 20 | 22 | <b>82</b> |
| 4  | SKR                | 12       | 12 | 14 | 12 | <b>50</b> | 15        | 18 | 17 | 15 | <b>65</b> |
| 5  | SHR                | 18       | 18 | 18 | 18 | <b>72</b> | 17        | 18 | 18 | 17 | <b>70</b> |
| 6  | SMN                | 18       | 18 | 20 | 18 | <b>74</b> | 15        | 18 | 18 | 17 | <b>68</b> |
| 7  | STA                | 18       | 18 | 16 | 16 | <b>66</b> | 18        | 18 | 20 | 18 | <b>74</b> |
| 8  | AHMD               | 15       | 15 | 15 | 15 | <b>60</b> | 18        | 18 | 20 | 18 | <b>78</b> |
| 9  | LNN                | 16       | 16 | 18 | 14 | <b>64</b> | 20        | 20 | 18 | 20 | <b>78</b> |
| 10 | STN                | 17       | 17 | 18 | 18 | <b>70</b> | 20        | 18 | 18 | 20 | <b>76</b> |
| 11 | PTMH               | 15       | 14 | 15 | 14 | <b>58</b> | 22        | 20 | 20 | 22 | <b>84</b> |
| 12 | RKY                | 16       | 18 | 18 | 16 | <b>68</b> | 20        | 20 | 22 | 20 | <b>82</b> |
| 13 | RHM                | 18       | 16 | 16 | 18 | <b>66</b> | 20        | 23 | 24 | 22 | <b>89</b> |
| 14 | RSD                | 14       | 14 | 14 | 14 | <b>56</b> | 20        | 22 | 22 | 22 | <b>86</b> |
| 15 | ILHM               | 14       | 15 | 14 | 15 | <b>58</b> | 20        | 20 | 20 | 20 | <b>80</b> |
| 16 | RSK                | 17       | 18 | 18 | 17 | <b>70</b> | 20        | 22 | 22 | 20 | <b>84</b> |
| 17 | NRDN               | 12       | 12 | 14 | 14 | <b>52</b> | 20        | 20 | 20 | 22 | <b>82</b> |
| 18 | JHR                | 16       | 16 | 18 | 16 | <b>66</b> | 18        | 18 | 20 | 18 | <b>78</b> |
| 19 | SMN                | 16       | 18 | 18 | 16 | <b>68</b> | 18        | 18 | 20 | 18 | <b>78</b> |
| 20 | TLIB               | 16       | 16 | 16 | 16 | <b>64</b> | 18        | 18 | 20 | 18 | <b>74</b> |

## APPENDIX VI

### The Score of Control Class

| No | Student<br>Initial | Pre-Test |    |    |    |           | Post-Test |    |    |    |           |
|----|--------------------|----------|----|----|----|-----------|-----------|----|----|----|-----------|
|    |                    | C        | M  | P  | C  | Total     | C         | M  | P  | C  | Total     |
| 1  | TR                 | 17       | 17 | 18 | 18 | <b>70</b> | 17        | 17 | 18 | 18 | <b>70</b> |
| 2  | ABH                | 14       | 14 | 12 | 14 | <b>54</b> | 15        | 18 | 18 | 17 | <b>68</b> |
| 3  | APGN               | 12       | 12 | 14 | 12 | <b>50</b> | 17        | 17 | 18 | 18 | <b>70</b> |
| 4  | SPR                | 15       | 15 | 15 | 15 | <b>60</b> | 20        | 20 | 20 | 20 | <b>80</b> |
| 5  | LA                 | 12       | 12 | 12 | 12 | <b>48</b> | 14        | 14 | 14 | 14 | <b>56</b> |
| 6  | SA                 | 12       | 14 | 14 | 12 | <b>52</b> | 15        | 18 | 18 | 15 | <b>68</b> |
| 7  | NR                 | 14       | 14 | 14 | 14 | <b>56</b> | 20        | 18 | 20 | 20 | <b>78</b> |
| 8  | HLL                | 16       | 16 | 18 | 16 | <b>66</b> | 18        | 18 | 20 | 18 | <b>74</b> |
| 9  | EP                 | 16       | 16 | 18 | 16 | <b>66</b> | 18        | 18 | 18 | 18 | <b>72</b> |
| 10 | GRS                | 18       | 18 | 18 | 18 | <b>72</b> | 18        | 18 | 18 | 18 | <b>72</b> |
| 11 | RKY                | 15       | 14 | 15 | 14 | <b>58</b> | 18        | 20 | 18 | 18 | <b>74</b> |
| 12 | MR                 | 12       | 12 | 12 | 12 | <b>48</b> | 18        | 15 | 18 | 15 | <b>68</b> |
| 13 | JLH                | 12       | 12 | 14 | 12 | <b>54</b> | 17        | 17 | 18 | 18 | <b>70</b> |
| 14 | ZLL                | 14       | 14 | 14 | 14 | <b>56</b> | 17        | 18 | 18 | 15 | <b>68</b> |
| 15 | SLHN               | 14       | 14 | 14 | 14 | <b>56</b> | 15        | 15 | 15 | 15 | <b>60</b> |
| 16 | EMM                | 14       | 14 | 14 | 14 | <b>56</b> | 16        | 16 | 16 | 16 | <b>64</b> |
| 17 | RSK                | 12       | 12 | 14 | 12 | <b>54</b> | 16        | 16 | 16 | 16 | <b>64</b> |
| 18 | RSM                | 15       | 15 | 15 | 15 | <b>60</b> | 16        | 16 | 16 | 16 | <b>64</b> |
| 19 | PHRL               | 14       | 14 | 14 | 14 | <b>56</b> | 16        | 16 | 16 | 16 | <b>64</b> |
| 20 | KNDR               | 12       | 14 | 14 | 12 | <b>52</b> | 15        | 15 | 15 | 15 | <b>60</b> |



## APPENDIX VII

### Score of Pre-Test Experimental Class

1. The score pre-test experimental class from low to high score

|    |    |    |    |
|----|----|----|----|
| 50 | 60 | 66 | 68 |
| 52 | 60 | 60 | 70 |
| 56 | 64 | 64 | 70 |
| 58 | 64 | 64 | 72 |
| 58 | 66 | 66 | 74 |

2. High score = 74

3. Low score = 50

4. Range = high score – low score  
= 74 – 50  
= 24

5. The total of classes =  $1 + 3,3 (\log )$   
=  $1 + 3,3 (\log 20)$   
=  $1 + 3,3 (1,30)$   
=  $1 + 4,29$   
=  $5,29$   
= 5

6. Interval =  $\frac{R}{bk} = \frac{24}{5} = 4,8 = 5$

## 7. Mean

| No | Nilai | F  | X  | F.X  | FKb | FKa |
|----|-------|----|----|------|-----|-----|
| 1  | 50-54 | 2  | 52 | 104  | 20  | 2   |
| 2  | 55-59 | 3  | 57 | 171  | 18  | 5   |
| 3  | 60-64 | 4  | 62 | 248  | 15  | 9   |
| 4  | 65-69 | 7  | 67 | 469  | 11  | 16  |
| 5  | 70-74 | 4  | 72 | 288  | 4   | 20  |
|    |       | 20 |    | 1280 |     |     |

$$\Sigma \frac{FX}{N} = \frac{1280}{20} = 64$$

## 8. Median

$$Bb = 64,5$$

$$\frac{1}{2}n = 10$$

$$KFb = 4$$

$$Fb = 7$$

$$\begin{aligned} Me &= Bb + \left(\frac{1}{2}N - \frac{kfb}{fb}\right) \\ &= 64,5 + \left(\frac{10-4}{9}\right) 5 \\ &= 64,5 + (0,85)5 \\ &= 64,5 + 4,25 \\ &= 68,75 \end{aligned}$$

## 9. Modus

$$\text{Dik: } \ell = 64,5$$

$$F_a = 4$$

$$F_b = 4$$

$$\begin{aligned} M_o &= \ell + \left( \frac{F_{\partial}}{F_{\partial} + F_b} \right) i \\ &= 64,5 + \left( \frac{4}{4+4} \right) 5 \\ &= 64,5 + (0,5)5 \\ &= 64,5 + 2,5 \\ &= 67 \end{aligned}$$

## APPENDIX VIII

### The Score of Pre-Test Control Class

1. The score of pre-test control class from low to high score

|    |    |    |    |
|----|----|----|----|
| 48 | 54 | 56 | 60 |
| 48 | 54 | 56 | 66 |
| 50 | 54 | 56 | 66 |
| 52 | 56 | 58 | 70 |
| 52 | 56 | 60 | 77 |

2. High score = 72
3. Low score = 48
4. Range = high score – low score  
= 72– 48  
= 24

5. The total of classes BK =  $1 + 3,3 \text{ Log } (n)$   
=  $1 + 3,3 \text{ Log } (20)$   
=  $1 + 3,3 (1,30)$   
=  $1 + 4,29$   
=  $5,29$   
= 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4,8 = 5$$

## 7. Mean

| No | Interval | F  | X  | FX   | FKb | FKa |
|----|----------|----|----|------|-----|-----|
| 1  | 48-52    | 5  | 50 | 250  | 20  | 5   |
| 2  | 53-57    | 8  | 55 | 440  | 15  | 13  |
| 3  | 58-62    | 3  | 60 | 180  | 7   | 16  |
| 4  | 63-67    | 2  | 65 | 130  | 4   | 18  |
| 5  | 68-72    | 2  | 70 | 140  | 2   | 20  |
|    | I=5      | 20 |    | 1140 |     |     |

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{M} \\ &= \frac{1140}{20} \\ &= 57 \end{aligned}$$

## 8. Median

$$\text{Dik: } Bb = 52,5$$

$$1/2n = 10$$

$$KFb = 7$$

$$Fd = 8$$

$$\begin{aligned} Me &= Bb + \frac{(\frac{1}{2}n - KFb)}{Fd} \\ &= 52,5 + \frac{(10 - 7)}{8} 5 \\ &= 52,5 + 0,375 \end{aligned}$$

$$\begin{aligned} &= 52,5 + 1,85 \\ &= 54,35 \end{aligned}$$

9. Modus

$$\text{Dik: } \ell = 52,5$$

$$F_a = 5$$

$$F_b = 3$$

$$I = 5$$

$$\begin{aligned} Mo &= \ell + \left( \frac{F_{\partial}}{F_{\partial} + F_b} \right) i \\ &= 52,5 + \left( \frac{5}{5+3} \right) 5 \\ &= 52,5 + 0,625 \\ &= 52,5 + 3,1 \\ &= 55,6 \end{aligned}$$

## APPENDIX IX

### The Score of Post-Test eXperimental Class From High to Low Score

1. The score of pre-test control class from low to high score

|    |    |    |    |
|----|----|----|----|
| 65 | 76 | 80 | 82 |
| 68 | 78 | 80 | 84 |
| 74 | 78 | 80 | 84 |
| 74 | 78 | 82 | 86 |
| 78 | 78 | 82 | 89 |

2. High score = 89
3. Low score = 65
4. Range = high score – low score  
= 89 – 65  
= 24

5. The total of classes BK =  $1 + 3,3 \text{ Log } (n)$   
=  $1 + 3,3 \text{ Log } (20)$   
=  $1 + 3,3 (1,30)$   
=  $1 + 4,29$   
=  $5,29$   
= 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4,8 = 5$$

## 7. Mean

| No | Interval | F  | X  | FX   | FKb | FKa |
|----|----------|----|----|------|-----|-----|
| 1  | 65-69    | 2  | 67 | 134  | 20  | 2   |
| 2  | 70-74    | 3  | 72 | 216  | 18  | 5   |
| 3  | 75-79    | 5  | 77 | 385  | 15  | 10  |
| 4  | 80-84    | 8  | 82 | 656  | 10  | 18  |
| 5  | 85-89    | 2  | 87 | 174  | 2   | 20  |
|    | I=5      | 20 |    | 1565 |     |     |

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{M} \\ &= \frac{1565}{20} \\ &= 78,25 \end{aligned}$$

## 8. Median

$$\text{Dik: } Bb = 79,5$$

$$1/2n = 10$$

$$KFb = 2$$

$$Fd = 8$$

$$\begin{aligned} Me &= Bb + \frac{(\frac{1}{2}n - KFb)}{Fd} I \\ &= 79,5 + \frac{(10 - 2)}{8} 5 \\ &= 79,5 + 5 \\ &= 84,5 \end{aligned}$$



9. Modus

Dik:  $\ell = 79,5$

Fa= 5

Fb = 2

$$\begin{aligned} M_o &= \ell + \left( \frac{F_{\partial}}{F_{\partial} + F_b} \right) i \\ &= 79,5 + \left( \frac{5}{5+2} \right) 5 \\ &= 79,5 + 0,71 \\ &= 79,5 + 3,55 \\ &= 83,05 \end{aligned}$$

10. Standar deviasi

| No | Interval | F  | X  | F.X  | F.X <sup>2</sup> |
|----|----------|----|----|------|------------------|
| 1  | 65-69    | 2  | 67 | 134  | 8978             |
| 2  | 70-74    | 3  | 72 | 216  | 15552            |
| 3  | 75-79    | 5  | 77 | 385  | 29645            |
| 4  | 80-84    | 8  | 82 | 656  | 53792            |
| 5  | 85-89    | 2  | 87 | 174  | 15138            |
|    | I=5      | 20 |    | 1565 | 123105           |

$$\begin{aligned} S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{20(123105) - (1565)^2}{20(20-1)} \\ &= \frac{2462100 - 2449225}{380} \\ &= \frac{12875}{380} \end{aligned}$$

$$S^2 = 33,8$$

$$S = 5,82$$

## APPENDIX X

### Score of Post- Test Control Class

1. The score of post-test control class from low to high score

|    |    |    |    |
|----|----|----|----|
| 56 | 64 | 68 | 72 |
| 60 | 64 | 70 | 74 |
| 60 | 68 | 70 | 74 |
| 64 | 68 | 70 | 78 |
| 64 | 68 | 72 | 80 |

2. Score high = 80
3. Score low = 56
4. Range = score high – score low  
= 80-56  
=24

5. The total of closses (BK) =  $1+3,3 C n$   
=  $1+3,3 \log (20)$   
=  $1+3,3 (1,30)$   
=  $1+4,29$   
=  $5,29$   
=5

6. Interval  $\frac{R}{BK} = \frac{24}{5} = 4,8=5$

## 7. Mean

| No | Interval | X  | F  | FX   | FKb | FKa |
|----|----------|----|----|------|-----|-----|
| 1  | 56-60    | 58 | 3  | 174  | 20  | 3   |
| 2  | 61-65    | 63 | 4  | 252  | 17  | 7   |
| 3  | 66-70    | 68 | 7  | 476  | 13  | 14  |
| 4  | 71-75    | 73 | 4  | 292  | 6   | 18  |
| 5  | 76-80    | 78 | 2  | 156  | 2   | 20  |
|    | I=5      |    | 20 | 1350 |     |     |

$$\Sigma = \frac{FX}{N} = \frac{1350}{20} = 67,5$$

## 8. Median

$$Bb = 65,5$$

$$\frac{1}{2}n = 10$$

$$KFB = 6$$

$$Fd = 7$$

$$\begin{aligned} \text{Median} &= Bb + \left( \frac{\frac{1}{2}n - KFB}{FD} \right) I \\ &= 65,5 + \left( \frac{10 - 6}{7} \right) 5 \\ &= 65,5 + (0,57)5 \\ &= 65,5 + 2,85 \\ &= 68,35 \end{aligned}$$

### 9. Modus

$$\begin{aligned} Mo &= 1 + \left( \frac{Fa}{Fa+fb} \right) I \\ &= 65,5 + \left( \frac{4}{4+4} \right) 5 \\ &= 65,5 + 0,5 \cdot 5 \\ &= 65,5 + 2,5 \\ &= 68 \end{aligned}$$

### 10. Standardeviasi

| No | Interval | F  | X  | F.X  | F.X <sup>2</sup> |
|----|----------|----|----|------|------------------|
| 1  | 56-60    | 3  | 58 | 174  | 10092            |
| 2  | 61-65    | 4  | 63 | 252  | 15876            |
| 3  | 66-70    | 7  | 68 | 476  | 32368            |
| 4  | 71-75    | 4  | 73 | 292  | 21316            |
| 5  | 76-80    | 2  | 78 | 156  | 12168            |
|    | I=5      | 20 |    | 1350 | 91820            |

$$\begin{aligned} S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{20(91820) - (1350)^2}{20(20-1)} \\ &= \frac{1836400 - 1822500}{380} \\ &= \frac{13900}{380} \end{aligned}$$

$$S^2 = 36,57$$

$$S = 6,04$$

## APPENDIX XI

### The Score of Pre-Test and Post-Test of Experimental Class

| No           | Initial Students | Pre-test     | Post-test    |
|--------------|------------------|--------------|--------------|
| 1            | DRM              | 60           | 80           |
| 2            | MSK              | 68           | 80           |
| 3            | YNT              | 68           | 82           |
| 4            | SK               | 50           | 65           |
| 5            | SH               | 72           | 70           |
| 6            | SM               | 74           | 68           |
| 7            | SA               | 66           | 74           |
| 8            | AMD              | 60           | 78           |
| 9            | LNN              | 64           | 78           |
| 10           | SLN              | 70           | 76           |
| 11           | PTM              | 58           | 84           |
| 12           | KYK              | 68           | 82           |
| 13           | RHM              | 66           | 89           |
| 14           | RSD              | 56           | 86           |
| 15           | ILHM             | 58           | 80           |
| 16           | RKY              | 70           | 84           |
| 17           | NRD              | 52           | 82           |
| 18           | JHR              | 66           | 78           |
| 19           | SMM              | 68           | 78           |
| 20           | TB               | 64           | 74           |
| <b>TOTAL</b> |                  | <b>=1228</b> | <b>=1568</b> |

## APPENDIX XII

### The Score of Pre-Test and Post-Test of Control Class

| No           | Initial Students | Pre-test     | Post-test    |
|--------------|------------------|--------------|--------------|
| 1            | TR               | 70           | 70           |
| 2            | ABH              | 54           | 68           |
| 3            | APGN             | 50           | 70           |
| 4            | SPR              | 60           | 80           |
| 5            | LA               | 48           | 56           |
| 6            | SA               | 52           | 68           |
| 7            | NR               | 56           | 78           |
| 8            | HLL              | 66           | 74           |
| 9            | EP               | 66           | 72           |
| 10           | GRS              | 72           | 72           |
| 11           | RKY              | 58           | 74           |
| 12           | MR               | 48           | 68           |
| 13           | JLH              | 54           | 70           |
| 14           | ZLL              | 56           | 68           |
| 15           | SLHN             | 56           | 60           |
| 16           | EMM              | 56           | 64           |
| 17           | RSK              | 54           | 64           |
| 18           | RSM              | 60           | 64           |
| 19           | PHRL             | 56           | 64           |
| 20           | KNDR             | 52           | 60           |
| <b>TOTAL</b> |                  | <b>=1114</b> | <b>=1368</b> |

**APPENDIX XIII**

**DAFTAR NILAI PERSENTIL UNTUK DISTRIBUSI t**

| V   | $t_{0.995}$ | $t_{0.99}$  | $t_{0.975}$ | $t_{0.95}$ | $t_{0.90}$ | $t_{0.80}$ | $t_{0.75}$ | $t_{0.70}$ | $t_{0.60}$ | $t_{0.55}$ |
|-----|-------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| 1   | 63,66       | 31,82       | 12,71       | 6,31       | 3,08       | 1,376      | 1,000      | 0,272      | 0,325      | 0,158      |
| 2   | 9,92        | <b>6,96</b> | 4,30        | 2,92       | 1,89       | 1,061      | 0,816      | 0,167      | 0,289      | 0,158      |
| 3   | 5,84        | 4,54        | 3,18        | 2,35       | 1,64       | 0,978      | 0,765      | 0,584      | 0,277      | 0,142      |
| 4   | 4,60        | 3,75        | 2,78        | 2,13       | 1,53       | 0,941      | 0,741      | 0,569      | 0,271      | 0,137      |
| 5   | 4,03        | 3,56        | 2,75        | 2,02       | 1,48       | 0,920      | 0,727      | 0,559      | 0,267      | 0,134      |
| 6   | 3,71        | 3,14        | 2,45        | 1,94       | 1,44       | 0,906      | 0,718      | 0,553      | 0,265      | 0,132      |
| 7   | 3,50        | 3,00        | 2,36        | 1,90       | 1,42       | 0,896      | 0,714      | 0,549      | 0,263      | 0,131      |
| 8   | 3,36        | 2,90        | 2,31        | 1,86       | 1,40       | 0,889      | 0,706      | 0,546      | 0,262      | 0,130      |
| 9   | 3,25        | 2,82        | 2,26        | 1,83       | 1,38       | 0,883      | 0,703      | 0,543      | 0,261      | 0,130      |
| 10  | 3,17        | 2,76        | 2,23        | 1,81       | 1,37       | 0,879      | 0,700      | 0,542      | 0,260      | 0,129      |
| 11  | 3,11        | 2,72        | 2,20        | 1,80       | 1,36       | 0,876      | 0,697      | 0,540      | 0,260      | 0,129      |
| 12  | 3,06        | 2,68        | 2,18        | 1,78       | 1,36       | 0,873      | 0,695      | 0,539      | 0,259      | 0,129      |
| 13  | 3,01        | 2,65        | 2,16        | 1,77       | 1,35       | 0,873      | 0,694      | 0,538      | 0,259      | 0,128      |
| 14  | 2,98        | 2,62        | 2,14        | 1,76       | 1,34       | 0,868      | 0,692      | 0,537      | 0,258      | 0,128      |
| 15  | 2,95        | 2,60        | 2,13        | 1,75       | 1,34       | 0,866      | 0,691      | 0,536      | 0,258      | 0,128      |
| 16  | 2,92        | 2,58        | 2,12        | 1,75       | 1,34       | 0,865      | 0,690      | 0,535      | 0,258      | 0,128      |
| 17  | 2,90        | 2,57        | 2,11        | 1,74       | 1,33       | 0,863      | 0,689      | 0,534      | 0,257      | 0,128      |
| 18  | 2,88        | 2,55        | 2,10        | 1,73       | 1,33       | 0,862      | 0,688      | 0,534      | 0,257      | 0,128      |
| 19  | 2,86        | 2,54        | 2,09        | 1,73       | 1,33       | 0,861      | 0,688      | 0,533      | 0,257      | 0,128      |
| 20  | 2,84        | 2,53        | 2,09        | 1,72       | 1,32       | 0,860      | 0,687      | 0,533      | 0,257      | 0,128      |
| 21  | 2,83        | 2,52        | 2,08        | 1,72       | 1,32       | 0,859      | 0,686      | 0,532      | 0,257      | 0,127      |
| 22  | 2,82        | 2,51        | 2,07        | 1,72       | 1,32       | 0,858      | 0,686      | 0,532      | 0,256      | 0,127      |
| 23  | 2,81        | 2,50        | 2,07        | 1,71       | 1,32       | 0,858      | 0,685      | 0,532      | 0,256      | 0,127      |
| 24  | 2,80        | 2,49        | 2,06        | 1,71       | 1,32       | 0,857      | 0,685      | 0,531      | 0,256      | 0,127      |
| 25  | 2,79        | 2,48        | 2,06        | 1,71       | 1,32       | 0,856      | 0,684      | 0,531      | 0,256      | 0,127      |
| 26  | 2,78        | 2,48        | 2,06        | 1,71       | 1,32       | 0,856      | 0,684      | 0,531      | 0,256      | 0,127      |
| 27  | 2,77        | 2,47        | 2,05        | 1,70       | 1,31       | 0,855      | 0,684      | 0,531      | 0,256      | 0,127      |
| 28  | 2,76        | 2,47        | 2,05        | 1,70       | 1,31       | 0,855      | 0,683      | 0,530      | 0,256      | 0,127      |
| 29  | 2,76        | 2,46        | 2,04        | 1,70       | 1,31       | 0,854      | 0,683      | 0,530      | 0,256      | 0,127      |
| 30  | 2,75        | 2,46        | 2,04        | 1,70       | 1,31       | 0,854      | 0,683      | 0,530      | 0,256      | 0,127      |
| 40  | <b>2,70</b> | <b>2,42</b> | 2,02        | 1,68       | 1,30       | 0,851      | 0,681      | 0,529      | 0,255      | 0,126      |
| 60  | 2,66        | 2,39        | 2,00        | 1,67       | 1,30       | 0,848      | 0,679      | 0,527      | 0,254      | 0,126      |
| 120 | 2,62        | 2,36        | 1,98        | 1,66       | 1,29       | 0,845      | 0,677      | 0,526      | 0,254      | 0,126      |
| 00  | 2,58        | 2,33        | 1,96        | 1,64       | 1,28       | 0,842      | 0,674      | 0,524      | 0,253      | 0,126      |

## **CURRICULUM VITAE**

### **A. Identity**

Name : Nur Saripah Hasibuan  
Reg No : 09. 340 0088  
Place and birthday : Aek Badak Julu, 22 Januari 1991  
Sex : Female  
Religion : Islam  
Address : Aek Badak Julu Kecamatan Sayurmatinggi  
Kabupaten Tapanuli Selatan

### **B. Parents**

Father's Name : Alm. Oloan Hasibuan  
Mother's Name : Sapnidar Harahap

### **C. Educational Background**

1. Graduated from SD Negeri 100460 Aek Badak Kecamatan Sayurmatinggi
2. Graduated from MTs Aek Badak kecamatan Sayurmatinggi
3. Graduated from MAs Aek Badak kecamatan Sayurmatinggi
4. IAIN Padangsidempuan 2014



**YAYASAN AL-AHLIYAH AL-ISLAMIYAH AEK BADAK  
MADRASAH ALIYAH AL-AHLIYAH**

Jln : Mandailing                      No                      :-                      Telp :-                      Fax:-  
Desa : Aek Badak                      Kecamatan : Sayurmatinggi                      Kab : Tapanuli selatan  
Kode pos : 22774

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**SURAT KETERANGAN**

NO : 328/MA/C/XII/ 2013

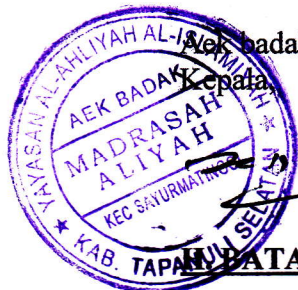
Yang bertanda tangan dibawah ini menerangkan bahwa :

1. Nama                                      : NUR SARIPAH HASIBUAN
2. NIM                                        : 093400088
3. Jurusan                                 : Tarbiyah
4. Program Studi                         : Bahasa Inggris
5. Perguruan Tinggi                     : STAIN PADANGSIDIMPUAN

Benar telah mengadakan penelitian/pengambilan data skripsi di MAS Al-Ahliyah dengan judul skripsi :

**THE EFFECT OF DISCOVERY LEARNING STARATEGY TO STUDENTS'  
TARANSLATION ABILITY AT GRADE XI MAS AL-AHLIYAH AEK BADAK  
KECAMATAN SAYURMATINGGI.**

Demikian surat keterangan ini dibuat dengan sebenarnya agar dipergunakan seperlunya.



**MATARA MURNI PULUNGAN, MA**