The Effect of Mastering Adaptation Translation on the Students' Ability in Translating Narrative Text

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ABSTRACT

This study deals with the effect of mastering adaptation translation method on the students' ability in translating narrative text. The objective of the study is to investigate whether there is a significant effect of mastering adaptation translation method on students' ability in translating narrative text. This study is limited on the effect of mastering adaptation translation method in translating text. The study was conducted by using experimental quantitative design. The instrument for collecting the data was translation test technique. The data were obtained based on the scores of the students from experimental group and control group. Having analyzed the data, it was found that the difference of mean score from both of the experimental (85.52) and control group (69.85). The difference of experimental group and control group obtained that there is 4.473 from the t – test formula. Thus concluded that there is significant effect of mastering adaptation translation method on the students' ability in translating narrative text. It is because the students who are taught by using adaptation translation method have higher scores and improvement than the students who are taught without using adaptation translation method.

Keyword: Mastering Adaption Translation, Student's Ability, TranslatingNarrative Text

I. INTRODUCTION

1.1 Background of the Study

Considering the situation above, the writer is interested in using Adaptation Translation Method to increase the students' ability in translating a text. This method is not something new to the language educator, especially to the teachers. This method drilled the student learning how to reading, translating, even they are must know about the rules of translation and applying the rule to make some example of translating text from source language into the target language. Therefore using this method will help the students how to learn the structure from the sentence in order they are able to understand the meaning from the words, sentences, and full of text with the right translation.

Based on the explanation of all previously, the writer decides to do this research about Adaptation Translation Method as the model of teaching and can be applied or used in teaching English as a Foreignlanguage in order to increase the students' ability in translating text.

Based on the research background described previously, the problem of this study is formulated as follows "Does masteringadaptationtranslationmetho daffectthe students' ability in translating narrative text?"

The objective of this study is to investigate whether there is a significant effect of mastering adaptation translation method on students' ability in translating narrative text. In addition to that,this study also investigate whether using adaptation translation method give the effect to students' ability in translation narrative text.

In order to get the objective data, this study is limited on the effect of mastering adaptation translation method in translating text. There are manymethod in translating they are word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, communicative translation. Concerning with those, the scope of this study is only limited in adaptation translation because according to the writer the method of adaptation translation is simple and receptable by the students. This study will be conducted to second year students of Senior High School 7 Medan.

There are two kinds of significance in a scientific study. They are the theoretical significance and the practical significance. The two significances of this study were stated as the following:

The research finding were theoretically expected to be significant for the students' ability in translation. The theories is about adaptation translation method and giving theories in how to make a good translation.

The findings of the research were practically expected to be significant for: 1. The writer himself, to help his encourage and prepare himself to be a qualified, competent, creative, patient and critical English

teacher in the future. 2. The teachers of English,to providehow to use adaptation translation methodin the classroom and as a reference to help their teaching and learning quality. 3. The students of English Department of Teaching Faculty and to local environment, to enrich their knowledge on the subject of translation, and to encourage them to be more active, responsible and highly motivated to study in learning English. 4. The other researchers who are interested in conducting a much deeper research on translation.

II. REVIEW OF LITERATURE

2.1Theoretical Framework

Some theories are needed to explain the relationship between the terms that are used in the study in the theoretical framework. Theterm are exactly not far away from the title of this research. It means that the term are about adaptation translation method. Like method, approach, and technique.The use of theories ofthe same termgive a limited concept which is specially meant in the particular context, in order to avoid ambiguity and misunderstanding.

2.2 Approach, Method and Technique

Agood teacher have to prepare what will they teach and make a good concept before doing teaching activity. They need strategy how to teach well and make their students are interesting in learning the subject, especially in learning English,. The teacher must be creative and have vision in teaching so that the teaching learning process is working.

2.2.1 Approach

An approach describe how language is used and its constituent parts-in other wordsits offer a model of language competence. An approach describe how people acquire their knowledge of the language and makes statement about the condition which will promote successful language learning.Harmer (2004:78).Setiadi (2006:8) in his book stated that "Approach is the level at which assumption and beliefs about the language, language learning and language teaching ".By using an approach, it will make the teaching process becomes more effective because approach is a very important element in managing

students in teaching learning process. From the two statement above, it can conclude that an approach in language teaching is so important.

2.2.2 Method

Method tends to be concerned primarily with teacher and students roles behavior and secondarily with such features as linguistics and subject matter objectives, sequencing, and material that will be pretend or taught.Setiadi (2006:13-14) stated that "A method is theoretically related to an approach, organized by the design, and practically realized in procedure". The other statement also come from Harmer (2004:78) that he said " a method is the practical realisation of an approach".

2.2.3 Technique

Technique is a method of doing something or the way to convey the idea in teaching. It is also a procedure used to accomplish a specific activity or task. The way in teaching process, the teacher is required to have made a good decision in choosing approach and method to apply the technique in order the students can learn more effectively and efficiently in

accordance with the expected purpose.

2.3 Translation

Translation is a challenging things to do in every process of transfering the meaning form a source language to the target language. It is mean that translation process will lead misunderstanding of the message found in the source language to target language.Nababan (1999:12-13) defines translation are skills, arts and knowledge. He alsoemphasize translation is applied knowledge because there are many aspect of practice. Besides that, translation include interdiscipline knowledge because translation also receive many supplement from other knowledge such as linguistics (both structural linguistic and functional systemic), psycholinguistics, sociolinguistics, philology, lexicography, and others.Basically translation is transference messages from the source language into the target language, and when it reads by the reader, they do not realize that they are reading the translation product. Many theorists, linguists,

teachers agree on the importance of using translation in foreign language classes.

2.4 The Kinds of Translation Method

A good translator have to know what else the kinds of translation method and able to applied the method in doing translation activity. To make the process of translation more easy, the expert of translation give some method of translation as Peter Newmark (1988:45-47) elaborates the methods, they are word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. The explanation about the methods of translation are explain below.

1. Word for Word Translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to

understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

2. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

3. Faithful Translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

4. Semantic Translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning'

where appropriate so that no assonance, word-play or repetition jars in the finished version.

5. Adaptation Translation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to theTL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

6 . Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so-called 'intralingual translation, often prolix and pretentious, and not translation at all.

7. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where

these do not exist in the original translation.

8. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

From the eight method that mention above, the method that can apply in translation is adaptation translation method. Adaptation translation method most reputed as the good method of translation that can applied in translation activity or teching how to translating a text in the class.The reason why the method of adaptation translation could be applied in teaching translation because the students are more easy to understand and able to interpret the foreign language according to their local custom or their culture.The more explanation about adaptation translation method will be explain below.

2.4.1 Adaptation Translation Method

Teaching English as a foreign language nowadays is a part of education system in the developing

countries particularly in Indonesia. Every countries try to make their people know English as International language. The effort to make their people know English is through teaching method. There are so many method that used in teaching English particularly in teaching translation in order to increase the students' ability in understanding a foreign language so that the students who learn English as a foreign language or the other language are easy to understand the interpretation of one language into another language. One of themethod that can applied is Adaptation Translation Method. Adaptation translation method is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is convertedto the TL culture and the text is rewrittenskill and in this method the learners are expected able to have skills in translation (Peter Newmark:1998).

2.5 Translation Procedures

According to Kim Ebensgaard Jensen (2008) in his Journal Translation And Translation Theory, here is an overview of central translation procedures and strategies that comes from :

1. Transference: transferal of a word or expression from the source language/text directly into the target text without translating it at all.

2. Naturalization: basically transference in which you apply target language spelling and morphology (and pronunciation) to the expression or word in question.

3. Cultural equivalent: translating a culturally rooted word in the source text/language with a roughly equivalent culturally rooted word of the target language/text.

4. Functional equivalent: translating a word in the source language/text with a functionally equivalent target language word (i.e. a word which has the same meaning).

5. Descriptive equivalent: translating a source language/text word using a description of the concept it refers to in the target language.

6. Synonymy: translating a source language/text word or expression with a targetlanguage expression that is nearly, but not completely, functionally equivalent.

7. Through translation: literal translation of collocations and combinations.

2.6 The Process of Translation

Translation is essentially a transfer of content, message, and meaning of source (SL) to target language (TL) precisely, natural, and flexible. In the transfer of the message requires a process that will determine the translation product. The translation process should be understood by the translator genially to take steps in translating and in finding the best solution of the difficulties encountered. Considering the translation process, the reader will try to find out the activities done by the translator in translating. According to Nababan (1999) in MuhizarMuchtar (2013:19-20), translation process is divided into three phases: analysis, transfer, and restructuring.

1. Analysis

Analysis phase is the most crucial stage for translator. At this stage, the translator must be able to capture the content, messages, and meaning exist in the source language. This stage is an important stage for the translator. If the translator catch the wrong content, message, and meaning in source language, the subsequent translation process will be one all. The analysis of source language must touch every levels, like sentences, clauses, frases, and words. The analysis of that level is important because every textare come from the four level above. So analysis phase in translating is needed to make the product of translation more specific.

2. Transfer

Transfering phase is a phase that is used by translator in transfering content, messages or meanings contained in source language to target language. At this stage, the translator must find closest equivalence words from source language to target language. This process occurs in translator' mind, so this process is called as mental process. After the meaning and the message are conceptive in translator's mind, the translatorgive the expression in target language by speaking or writing.

3. Restructuring

Restructure phase is a phase when the translator start writing the contents, meaning and message from

the source language to target language. At this stage, the translator must master the rules of source language in detail so the translation will seem natural and flexible. When we read, the translation is like the original so there is no impression as atranslation product. This is what is meant by process that occurs in translator's mind, so the process is realized in step in translation.

2.7 Steps in Translation

After the translator know the process of translation, the next progress that must be consider by translator is steps in translation. steps in translation will help the translator arrange the object of translation. in the beginning of doing translation activity, the translator need this steps to facilitate their work. These steps will vary from one difficulties encountered by them.

2.8 Translating Text

At the start of the translation activities, the first thing encountered by the students is a completing text that includes words, phrases, clauses, sentences, and paragraphs. The students also must know the type of the text to be translated, so that they can put it into the target language

properly. A text consists of a few sentence that the students must be carefully in analizing the text so that the key point or message in the sentence are delivered. In translating text students must follow the process in translation and also follow the steps in translation so that the students able to mastering the meaning of the text in order to get the right information of the text. Beside that the student must know many vocabulary in foreign language, in this context is English.

2.8.1 The Kind of Text

There are many kinds of text that used in writing in general. They are narrative, descriptive, persuasive,argumentative. Four kinds of text above are different in content and difficult in meaning if the reader do not analyze it carefully. The reader must know the generic structure of the each kind of text and they have to know the grammatical features of the text. In addition to understand the content of the text and analyzed the text, the reader need a process of translating the text grammatically. In this study the writer only use narrative text as a object in testing students' ability in

translating a text as the effect of mastering adaptation translation method. Where the narrative text is translated by adaptation translationmethod. The further information about the narrative text can be seen as follows.

2.8.2 Narrative Text

Narrative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narrative text deal with problematic events which lead to a crisis or tuning point of some kind, which in turn finds a resolution.Siahaan and Shinoda (2008:73) dividing the text structure of narrative text. They are:

1. Orientation, which sets the scene and introduces the participant in the text story and as the beginning of the text.

2. Evaluation as a stepping back to evaluate the plight.

3. Complication as a crisis arises of the story

4. Resolution, in which the crisis is resolved for better or for worse

5. Re-orientation, it can be optional

Narrative text has characteristic where in the contain of narrative text consist some dominant grammatical aspect as Siahaan and Shinoda (2008:74) mention in their book that narrative text is focus on specific and usuallyindividualized participants, narrative text also use of material process, (and in this text, behavioral and verbal process), narrative text use of relational process and mental processes, use of temporal conjunctions, and temporal circumtances and narrative text use past tense.

2.9   Adaptation   Translation Method for Narrative Text

Translating narrative text is not easy process to do by the students. They should also have the good background about the source language (SL) and the target language (TL). In this case, the role of the teacher is so important. Therefore the teacher have to know about the method in translating the text and applied the method. Adaptation translation method is the right method that can applied in teaching translating narrative text,

because this method is use for translating the text according to the culture of target language wherever the language is consist. This method also use for the specific purpose according to the context of topic. Adaptation translation method is one of the method that mentioned by Peter Newmark (1988:45-47), they are word-for-word translation method, literal translation method, faithful translation method, semantic translation method, adaptation translation method, free translation method, idiomatic translation method, and communicative translation method. In teaching translation narrative text, the best method that can use is adaptation translation method because the students are more understanding the meaning of translation if they try to translate the meaning of the words from the text according to their culture and their environment. To make the students know the meaning of the sentence in narrative text, they must know the kinds of text firstly.

2.10 Conceptual Frame Work

In teaching English as a foreign language in school , the teacher can use some method. For teaching translation narrative text, the best method is Adaptation Translation Method. Adaptation translation method is a applied in language teaching to enable the learner to understand the meaning of the sentence per sentence in the text and able to translate the source language into their target language by translating the text according to nearest culture of the students. When the student have translated their text material well, they are easier to understand the meaning according the context of the sentences. To make it run well, the role of the teacher is so important in using this method. The teacher should be able to help the students choosing the similar words from English into Indonesian properly in order the students can product the good translation.

RESEARCH METHODOLOGY
3.1 Research Design

This study is conducted by using experimental quantitative design with the pre - test, treatment and post - test design. This research is applied to investigate whether there is the effect of mastering adaptation translation method on

students' ability in translating narrative text or not. In collecting the data, the writer dividing two group are used in this research. They are experimental group and control group. The experimental group is the group that received the treatment by using adaptation translation method in teaching translation narrative text to the students. In control group, students are not taught by using adaptation translation method as the treatment. And the pre-test and post-test are given to both of the groups. The research design can be figured as the following table.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group		Students are taught by using Adaptation Translation Method	
Control Group		Students are taught without using Adaptatio n Translation Method	

3.2 Population and Sample

The Population and Sample of this Research is the students of SMANegeri7 Medan in second grade. This research takes place at SMANegeri7 Medan. The writer chooses this place to do an action research because the writer sees it necessary to develop the way in teaching particularly to develop the translation ability in senior high school. In teaching English at the second grade of SMA Negeri7 Medan, teacher teaches the students traditionally. They let the students only memorize the vocabulary, instead of using it and let the students do translating with theirself only with using the dictionary. So, the reseacher want to do the research in this school to make something different in doing teaching English in this school.

There are six classes as the object in this research, they are XI IPA-1, XI IPA-2, XI IPA-3, XI IPA-4, XI IPA-5, XI IPA-6 with the total

numbers of the students are 240 students. Considering the number, the sample is taken only two classes from six classes totaling 35 for each class. This research uses random sampling technique to obtain the data. Arikunto (2006:134) in his book stated that "this sampling technique naming given because in getting the sample, the researcher is 'alloyed' the subjects in population, until all of the subject are same in reputed". So the writer taking the classes randomly in a slip of the paper is used as the technique. After taking a slip of paper as a sample, the writer got two classes from the sixth classes, they are XI IPA-3 and XI IPA-5. So, XI IPA-3 and XI IPA-5 have been choosen as the sample of this research. And the writer decided to did this research in both classes at SMA negeri 5 Medan.

3.3 The Instrument for Collecting Data

In this study, the writer uses a translation narrative test as the instrument to obtain the data. There are some methods of collecting data. They are observation, interview and test. In this case the data are taken from the source by translation narrative test. The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the writer conducts the written test, where the students doing translating exercises. Then, the result can be obtained from the test.

3.4 The Procedure for Collecting Data

In getting the data, there are three procedures that are taken by the writer, they are pre-test, treatment, and post-test.

3.4.1 Pre – test

Experimental group and control group are given a pre- test before the treatment or the presentation of the materials. It has purpose to find out the hegemony of samples to know the mean scores of both group.

3.4.2 Treatment

Treatment is giving after pre – test. In treatment the experimental group is taught by using adaptation translation method, while the control group is taught without using adaptation translation method. In this research the writer using method of adaptation translation according to the nearest culture of the students in

the experimental group but the writer give example of translation to the control group without using adaptation translation method, but the writer only give the students free translation. In experimental group, the students, activities are reading, translating the sentences in order students are able to comprehend the sentence per sentence until they get the idea as they are able to comprehend a sentences in target language, that means Indonesian language. That is the aim of this activity.This methodgive some advantages to the students when the researcher conduct the research to this group. The results are the students are easier to write the exercise related to the sentences because the students have understood what the text content before they are given the question by the teacher in next step. In the other group they are control group the students are taught by using conventional method without adaptation translation method. So they are just given some sentences by the teacher and read it then try to analyzed. The teaching learning process just goes on without caring whether students are able to

comprehend the sentences or not as the conventional method.

3.4.3 Post – test

Post – test is conducted to know the differences score between both group. The post – test is given after doing the treatment. It is intended to find out the mean scores of experimental and control group.

3.5 Scoring the Test

In this research, the writer use test translation. the test translation will focus in translating narrative text by using Adaptation translation method in getting the score.Scoring technique considering some aspects they are accuracy, grammatically rules, and equivalence of the text in translation to target language. The explanation will be explained in this following table.

Table 3.2. Scoring Table

Aspects	Criteria	Score	Quality
Accuracy	Messages are delivery	31-40	Very Good
	Half messages are delivery	11-31	Good
	Messages are deviate	0-10	Poor
	The placement of words are correct and	21-30	Very Good

Grammatically	grammar is true		
	The placement of words are correct but in grammatically are wrong	11-20	Good
	The palcement of words are wrong and grammar are wrong	0-10	Poor
Equivalence	Language choice is correct	21-30	Very Good
	Language choice is correct but deviate in context	11-20	Good
	Language choice is wrong and the meaning is not in context	0-10	Poor

So, if the students have point in accuracy are 40,Grammatically are 30, and Equivalence are 30, they will get 100 points.

3.7 The Procedure of Analyzing Data

In this section the Researcher analyze the data by some steps that have been done following:

1. Scoring the pre – test and post – test of the experimental group and control group.

2. Tabulating scores of experimental and control group.

3. Counting the mean and deviation of the experimental group and control group.

4. Comparing the two tests, pre – test and post – test by both group by using t – test formula.

5. Drawing the conclusion and answer the hypothesis.

IV. DATA AND DATA ANALYSIS

4.1 Data

The data were taken from the result of scores of the two groups that were given translation test. The data were divided in two group, they were experimental group and control group. The number of the students of each group was 35 students. The experimental group was the group taught by using adaptation translation method while the control group was

the group taught without adaptation translation method. The two groups were given tests that divided into two tests. They were pre – test and post – test. These two group were given the same test in pre – test and post – test. The kind of test that given was translation test, where the kind of text was narrative text. Tested for 70 students (35 in each experiment and control group) at the XI grade of SMA Negeri 7 Medan. The data of this research were from the scores of both experimental group and control group.

Table 4.1

The Scores of Pre - test and Post - test by the Students of Experimental Group

No	Students Initial Name	Pre – test (T1)	Post – test(T2)
1	AAS	78	80
2	AM	70	85
3	ARB	70	80
4	BS	65	75
5	CH	75	85
6	CFL	65	75
7	CMP	80	95
8	DRA	78	90
9	DYP	78	80
10	EAG	80	95
11	EIG	78	80
12	GH	77	85
13	HCN	80	90
14	HSS	70	90
15	IC	60	90
16	JH	68	70
17	JMM	80	95
18	KDS	80	90
19	LDM	80	90
20	LGS	80	95
21	LK	70	75
22	MAR	20	85
23	MS	70	90
24	MUC	80	95
25	NSY	75	95
26	NSS	70	90
27	NR	80	95
28	OR	60	80
29	PRP	55	80
30	RC	65	70
31	RY	78	85
32	SNM	80	95
33	SN	75	80
34	TF	75	90
35	YF	75	84
	Total	**2520**	**2984**
	Mean	**72**	**85.25**

CH gets the score of 75 in the pre-test which the accuracy of her translation is good and the messages are delivery, so she gets 30 points; for grammatically she gets 22

points because the placement of words are correct and grammar is true; for the equivalence she gets 23 because the language choice is correct, but there is some ambigue laguage so she gets 23 points

LGS gets the score of 80 in the pre-test which the accuracy of her translation is good and the messages are half delivery, so she gets 30 points; for grammatically she gets 20 points because the placement of words are correct and grammar are still wrong; for the equivalence she gets 30 because the language choice is correct and the language easy to understand.

After get the treatement about adaptation translation method, in post-test CH gets the score of 85 which the points increasing to 35 in accuracy, because she can deliver messages of the text to the near target language; for grammatically also positive, she gets 30 points because she can place the words better than in the pre-test and the grammar use is good; for equivalence, she gets 20 because the language choice is correct and easy to understand.

After get the treatement, LGS also get increase score of 95 in the post-test which the accuracy of her translation is very good and the messages are delivery, so she gets 35 points; for grammatically she gets 30 points because the placement of words are correct and grammar are correct, only a little part are wrong, but overall is verygood; for the equivalence she gets 30 because the language choice is correct and the language easy to understand.

The data above is showing the sample of the students' score in pre-test and post-test, so to explain these data, the following explanation is need. In pre – test of experimental group, it is obtained that the total score is 2520 and the mean score is 72. The highest score is 80 and the lowest one is 20. In the post – test of experimental group, the total score is 2984 and the mean score is 85.25. the highest score is 95 and the lowest one is 70. From the data above, it is concluded that there is improvement from pre – test and post – test of experimental group. It significantly improves because all of the students in experimental group get higher

score in the post - test than in the pre – test.

Table 4.2

The Score of Pre – test and post – test by Students of Control Group

No	Students Initial Name	Pre – test (T1)	Post – test (T2)
1	AR	70	75
2	AW	30	60
3	BA	70	70
4	DAP	60	65
5	DAR	65	50
6	DFD	50	60
7	DJP	70	70
8	DY	75	80
9	EA	65	70
10	ES	60	60
11	FM	65	65
12	FS	60	50
13	FZ	60	60
14	HJA	70	80
15	IS	50	70
16	IW	78	80
17	JAR	65	70
18	K	70	80
19	LA	70	80
20	MA	70	75
21	MAF	65	75
22	MFDT	70	80
23	MKA	65	60
24	MHO	75	80
25	MS	60	60
26	MYS	65	70
27	NF	70	75
28	NH	70	70
29	PAR	70	75
30	RAN	65	75
31	RDN	65	70
32	RS	60	75
33	SA	70	70
34	WM	60	60
35	ZAR	75	80
	Total	**2288**	**2445**
	Mean	**65.37**	**69.85**

RDN in pre-test get the score of 65, which the accuracy points are 22 because he only deliver half messages of the story even the messages are still fair to good, so he only gets 22 points in acuracy; for grammatically he gets 20 because the placing of words and grammar is good; and for equivalence, he gets 23 because the language choice is fair to good, so he get score of 23.

DFD in pre-test get the score of 50 where the aspect of accuracy is 20. It is half of maximum score of accuracy. He get 18 because the message in his paper is half to deliver; for grammatically, he gets 17 because the placement of word still

wrong and the grammar is fair to good; for equivalence, he gets 15 because the language choice in his paper is correct but deviate in context of the text.

In post-test, RDN gets score 70, the accuracy is improve from 22-25. It is because the message of text are good delivey, but have to improve in the future; for grammatical, he get 15 because the placement of wordand grammar decrease from the pre-test, so he get score of 15. For equivalence, he get 30 points. It is because the the language chioce or language use is very good, so he get score of 30.

For DFD in post-test, he get 60 points. For accuracy he get 20, because the message of text are fair to good delivery; for grammatically, he gets 20, because the grammar is better than in the pre-test; for equivalence he gets 20, because the language chioce is correct but still any deviate in context.

In pre – test of control group, it is obtained that the total score is 2288 and the mean score is 65.37. The highest score is 75 and the lowest one is 30. In the post – test of control group, the total score is 2445

and the mean score is 69.85. The highest score is 80 and the lowest one is 50. From the data above, it is concluded that there is improvement from pre – test and post – test of control group, but it does not significantly improve because there are some students that get the same score or even worse score in post – test than pre – test.

4.2 Data Analysis

The data analysis was obtained by giving the translating narrative text to the students in order to know their ability in translating a text. It was calculated by using the scores of writing test in both of the two groups. The purpose of analyzing the data was to know whether there was the significant effect of adaptation translation method in translating narrative text or not.

4.3 Research Findings

After analyzing the data, it is found that the students taught by using adaptation translation method are higher in their achievement than those taught without using adaptation translation method. It is proven based on the data analysis from the highest score on those groups. In

experimental group, the highest scores significantly improve from the pre – test to post – test that is the different of 65 (score 20 to 85). While in control group, the highest scores do not significantly improve that is in the different of 30 (score 30 to 60) but only one student get the score because there is some problem with the student, the other student also get different scores of 20, but in generally the students score in control group is not significantly improve. In generally, it also can be seen from the different mean between pre – test and post- test in experimental group that 13.68 is higher than control group 3.48. thus, it can be seen that the improvement in experimental group is higher than the control group since 13.68 > 3.48. from the difference above, it can concluded that the students whom taught by using adaptation translation method and they mastering the adaptation method are higher in achievement than the students whom taught without adaptation translation method or they are not mastering adaptation translation method.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, it is found that mastering adaptation translation method significantly affects the students' ability in translating narrative text. the description of conclusion can be seen as follows:

1. There is significant difference of mean score obtained from both of the experimental (85.52) and control group (69.85).

2. The t – observed > t – table (p= 0.05 with df 68), or 4.473 > 1.686 (p= 0.05). it means that Ha is accepted. Thus, it can be concluded that there is significant effect of mastering adaptation translation method on the students' ability in translating narrative text.

3. The students who are taught by using adaptation translation method have higher improvement than the students who are taught without using adaptation translation method.

5.2 Suggestions

From the conclusion above, some suggestions are stated as the following :

1. It is suggested to the English teacher in order to improve the ability of the students in translating narrative text by using adaptation translation method.

2. It is suggested to the English teacher in order to combine adaptation translation method with the other methods of translation in order to make a method where the students are able to translate the text so that the students are interested and more active in teaching – learning process, but not boring and monotonous.

3. It is suggested to the researcher on English language teaching in order to use reasearch finding as a source of information for the further related studies.

4. It is suggest to the local environnment in adding some information how the adaptation translation method used in learning English, especially in translating narrative text.

5. It is suggest to the students who want increase their their translation skills to use adaptation translation method because it will help them to translate the narrative text effectively.

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