THE USE OF SELF-EXPLANATORY TECHNIQUE TO IMPROVE STUDENTS' ACTION VERB MASTERY

(Pre Experimental Research at Tenth Grade of SMA Negeri 10 Maros)

A THESIS

Submitted to the Faculty of Teacher Training and Education

Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement

for Degree of Sarjana Pendidikan

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Anandah

MOTTO

"EVERYONE HAS THEIR OWN FORTUNE"

There Are No Words Difficult When We Want To Do Something That Becomes An Obstacle Is "START" Something So Start Now, Keep In Your Mind That "You Can Do It" As Your Motivation To Learn And Don't Say "I Can't" Because It Will Urge You Not To Be Able To Do It

DEDICATION

In the name of Allah, with love, honor, and gratitude

I dedicate this thesis to my beloved parents, and brothers,

distinguished teachers and lectures, friends.

My Almameter Muhammadiyah University of Makassar.

Thanks for always praying for me, supporting me, and standing by my side.

ABSTRACT

Anandah. 2022. The Use of Self-Explanatory Technique to Improve Students' Action Verb Mastery (Pre-Experimental Research at the First Year of Students of SMA Negeri 10 Maros) English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by **Nur Qalbi** and **Ardiana**.

The aim of this research was to obtain information about whether or not the use of Self-Explanatory Technique was effective to improve students' action verb mastery. The researcher used pre-experimental method. The data was collected by using verb test. In this case, a pre-test and post-test. The pre-test was given to the students before giving treatment and post-test was given to the students after giving treatment. The population of this research is the first year students of SMA Negeri 10 Maros. Meanwhile, the sample of this research was taken by using purposive sampling in class MIA 1 which one class consisted of 26 students.

The researcher findings indicated that the improvement of the first year students of SMA Negeri 10 Maros, improved after the implementation of Self-Explanatory Technique. it was proven by the mean score of pre-test of verb was (50.76) and post-test was (77.30). The result of t-test also shown that the use Self-Explanatory Technique was effective to improve the students vocabulary of action verb mastery because t-test was higher than t-table, students' of verb (21.521>1.708). Based on the mentioned above, it can be concluded that using Self-Explanatory Technique was effective to be used to teach action verbs to first year students of SMAN 10 Maros. In other words, Self-Explanatory Technique helped the teacher to improve the students' action verb mastery.

Keywords: Verb, Self-Explanatory Technique, Improvement.

ABSTRAK

Anandah. 2022. Penggunaan Self-Explanatory technique untuk meningkatkan penguasaan kata kerja siswa (Penelitian Pra-Experimental Pada Siswa Tahun Pertama di SMA Negeri 10 Maros) Department Bahasa Inggris, Fakultas Keguruaan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh **Nur Qalbi** dan **Ardiana.**

Tujuan dari penelitian ini adalah untuk memperoleh informasi tentang apakah penggunaan Self-Explanatory Technique efektif untuk meningkatkan kata kerja siswa atau tidak. Peneliti menggunakan metode Pra-Experimental.Data dikumpulkan dengan menggunakan kosakata tes .Dalam hal ini, Pra-tes dan Pos-tes.Pra-tes diberikan kepada siswa sebelum memberikan perlakuan dan Pos-tes diberikan kepada siswa setelah memberikan perlakuan. Populasi penelitian ini adalah siswa tahun pertama di SMA Negeri 10 Maros.Sementara itu, penelitian ini diambil dengan menggunakan Purposive Sampling dikelas MIA 1 dimana satu kelas terdiri dari 26 siswa.

Temuan penelitian ini menunjukkan bahwa peningkatan siswa tahun pertama SMA Negeri 10 Maros, meningkat setelah penerapan Self-Explanatory Technique.Itu dibuktikan dengan skor rata-rata Pra-tes pada kata kerja adalah (50.76) dan Pos-tes adalah (77.30), hasil dari t-tes jiga menunjukkan bahwa penggunaan Self-Explanatory Technique efektif untuk meningkatkan penguasaan kosakata pada kata kerja siswa karena t-tes lebih tinggi dari t-tabel, kosakata siswa pada kata kerja (21.521>1.708). Berdasarkan yang disebutkan diatas, dapat disimpulkan bahwa penggunaan Self-Explanatory teknik efektif digunakan dalam pembelajaran kata kerja siswa pada tingkat pertama siswa di SMAN 10 Maros. Dengan kata lain, Self-Explanatory Technique membantu guru untuk meningkatkan penguasaan kata kerja siswa.

Kata kunci: Kata kerja, Self-Explanatory Technique, Meningkatkan

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3. Dr. Ummi Khaeraty Syam, S.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar

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Nothing is perfect but Allah SWT, the researcher realizes that this thesis is still not perfect. Therefore, construction and suggestion will be highly appreciated.

The Researcher

Anandah

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CHAPTER I

INTRODUCTION

There are some points about this study in this chapter. The researcher explains the background, problem statements, research objectives, significance of the research, and the last is scope of the research.

A. Background

Language is one of the most important things in life, because it is a tool of communication between people to contribute their ideas. Language is everything the possibility of humans distinguishing them from other organisms. According to Chaer (2009) language is a sign that recognizes things in words. Social agreements are also indispensable for human beings. This means that the language is as means of communication, we can talk to friends through language to express our thoughts and feelings. Language is also the mirror of the soul through language we can understand the contents of the human brain. Indeed, our language can show who what we are and what we are now depends on how we communicate and use language in communication in order to express and satisfy our basic needs for social interaction with other.

Language has several elements, such as: vocabulary and grammar. One of the most important language items that must be taught to children is vocabulary. Brown states that the vocabulary is seen as its central role conceptualized in a meaningful language. Vocabulary is a very important part of learning language

excel in school. To acquire vocabulary, students need access to learn certain materials that support students to improve vocabulary. Without understanding vocabulary, the students will find some difficulties. Therefore, the students must have knowledge of vocabulary because it can positively facilitate the students to use English effectively in their communication. In other words, it leads the students to master and use English well.

Vocabulary holds an important position in learning English, because without very little vocabulary that can be delivered, without vocabulary nothing can be said, and without enough vocabulary in our minds, it means not useful in making sentences. Vocabulary is a form of word that has its own meaning, can be more than one. Hatch and Brown state that vocabulary refers to a list or set of words that may be used by speakers of languages. From that statement we know that it refers to the word in the language used by the speaker. Vocabulary is part of language, in small and simple forms. Students have a lack of vocabulary, they will find it difficult to express ideas or understand the texts they read and it is impossible for them to communicate effectively among people.

Vocabulary has parts of speech in it which are noun, verb, adjective, adverb, conjunction, pronoun, etc. The researcher focused on one part of speech in vocabulary, verb. Verb is one of the most important parts in a vocabulary for students to learn. Verbs are words that express the action of a person or animal. The position of a verb in sentence is very important that it describes the action which is done by subject. Verb is used to express the activity of something or a

2. Practically benefits

a. For the students

The result of this research is expected to be an alternative contribution in enhancing students' action verb mastery.

b. For the teacher

This study can give a contribution to other teacher to innovate learning, especially by using Self-Explanatory in text, so that they can improve student action verb mastery.

c. For the researcher

This research as an evaluation for the researcher and for the readers it can become a reference for making a research.

E. Scope of the Study

This research was conducted at SMA Negeri 10 Maros South Sulawesi. The research is limited to use of Self-Explanatory technique to improve the students' action verb mastery. The researcher focused their research on verb which is more specialized in action verb.

employed collaborative research in which the researcher acted as the teacher who conducted the teaching and learning activity while the collaborative research in which the research acted as the observer who observed the teacher's performance and the students' activity during the teaching and learning process. The finding of the research showed that the students' vocabulary achievement in the preliminary study was low and there was not any student could pass minimal achievement criteria (KKM) with the mean score 23.03. After the implementation of the strategy in one cycle, the data showed that there was some improvement with the mean score.

Based on the three researchers above, the researcher can conclude that to improve students' action verb mastery need to used media in teaching methods, strategy, technique and etc are needed that can provide opportunities for students' to assess the extent of their progress in learning verb. And it can also help students in memorizing. This research has a similarities, the similarities is that they use Self-Explanatory Technique to improve the verb and the difference is that all three use different media. Although using different methods, strategies, applications, and all of them can be used to improve students' action verb mastery, especially general verb use in everyday life so that what they memorize can be uses in everyday life. And in this research the researcher was use self-explanatory technique to improve the action verb mastery

The novelty of this research is that the researchers can see and measure by using this technique the residual can improve action verb mastery of the students. And this technique is very good to use because we can add the vocabulary after use this technique.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary as a component can be a tool to improve all skills English. Without vocabulary, students cannot improve their abilities communicate with foreigners, read English literature, and write English literature.

Vocabulary is of the basic of communication that is very important to be mastered, understood and learned in English. Vocabulary plays a very important role in learning English. If we want to communicate well then we must have a large vocabulary and a wide range. Cameron (2001) said that "Vocabulary is an important aspect of language that must be learned. Learning vocabulary is very important because without vocabulary nothing can be conveyed". If we want to be able to write, listen, and speak, we must know vocabulary first, because only with vocabulary students can convey ideas in an effective way and students can translate their assignment in a foreign language (English) and understand the content of the message.

Learning vocabulary is the important thing, like Schmitt argues that vocabulary is a basis of the language; it is very important to be mastered first. People cannot speak well and understand written materials if people do not master it. He added that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication is a foreign language just cannot happen in any meaningful way.

Vocabulary is very important for us to use language, without vocabulary we cannot develop the language skills namely, listening, speaking, reading, writing, and translating. Hornby states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. Vocabulary is basic to learn a language and make communication to each other fluently, it is impossible to learn language without vocabulary. It is also supported by Cameron's statement that vocabulary is fundamental to using the foreign language as discourse.

Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbol for ideas, they are meaning by which people exchange their thought. Vocabulary is the list of words that make the sentence on language and it is used as the means of communication in learning a language with automatically in valve the vocabulary or lexicon.

Based on the explanation above, the researcher concludes that vocabulary is a list of words with their meaning used for communication in a certain language, in this case English. English words have been traditionally classified into some categories or parts of speech and are still done so in most dictionaries as follows:

a. Noun

It could be the name of person, place, thing or idea.

Example: It is a <u>chair</u>.

b. Verbs

It is the word which expresses an action or a help to make a statement.

Example: She <u>eats</u> yogurt every morning.

c. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: They walk <u>quickly</u> but orderly in the field.

d. Adjective

It is the word used to qualify noun or pronoun.

Example: The <u>young</u> man lives in an old house.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one. Example: I have to call him <u>before</u> he goes.

f. Pronoun

It is the word which can take the place of a noun. Example: <u>He</u> is my husband.

g. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example: <u>Ouch</u>, it is hurt!

Based on all statements above, the researcher concludes that vocabulary is important system on a language. One can communicate with others if he masters adequate vocabulary. One who will learn language means he or she is trying to learn vocabulary. By mastering a lot of vocabulary one can express his or her ideas and feeling more effectively. So, the researchers concluded that only focus on word meaning and verb to be taught to students' action verb mastery.

2. Concept of Verb

a. Definition of Verb

According to Agnes (2003) verbs can be defined as any of class of words that express action, nature or event, or used as an auxiliary or copula, and typically constitutes a predicate's principal element. Because verbs in a sentence are the main element of a predicate, they can show what people and objects do, how they behave and alter, and when they do the action. Verbs are action or state word like: seem, run, be, study and work.

work as linking verbs. Those verbs are: Act, feel, remain, appear, become, seem, smell, sound, grow, look, prove, stay, taste, turn. Some verbs in this list can also be action verbs. To figure out if they are linking verbs, you should try replacing them with forms of the be verbs. If the changed sentence makes sense, that verb is a linking verb.

Example:

She appears ready for game. (She is ready for the game)

The food seemed delicious. (The food was delicious)

You look happy. (You are happy)

2. Action Verbs

Action verbs indicate what the subject of a sentence performs. Action verbs can make the listener/reader feel emotions, see scenes more vividly and accurately. Action verbs can be transitive or intransitive.

a. Transitive verbs must have a direct object. A transitive verb demands something/someone to be acted upon.

Example:

I painted the car. (The verb 'paint' demands an object to be painted)

She is reading the newspaper (The verb 'read' asks the question 'what is she reading?' – the answer is the object)

b. Intransitive verbs do not act upon anything. They may be followed by an adjective, adverb, preposition, or another part of speech.

Example:

She smiled. (The verb 'smile' cannot have any object since the action of 'smiling' does not fall upon anything/anyone)

I wake up at 6 AM. (No object is needed for this verb)

c. **Finite or Non-finite verb**

Finite verbs are the actual verbs which are called the roots of sentences. It is a form of a verb that is performed by or refers to a subject and uses one of the twelve forms of tense and changes according to the number/person of the subject.

Example:

- Alex went to school. (Subject – Alex – performed the action in the past. This information is evident only by the verb 'went'.)
- Robert plays hockey.
- He is playing for Australia.
- He is one of the best players. (Here, the verb 'is' directly refers to the subject itself)

Non-finite Verbs are not actual verbs. They do not work as verbs in the sentence rather they work as nouns, adjectives, adverbs, etc. Non-finite verbs do not change according to the number/person of the subject because these verbs, also called verbals, do not have any direct relation to the subject. Sometimes they become the subject

themselves. The forms of non-finite verbs are – infinitive, gerund, and participle (participles become finite verbs when they take auxiliary verbs.)

Example:

- Alex went abroad to play (Infinitives)

- Playing cricket is his only job. (Present participle)

- I have a broken bat. (Past participle)

- Walking is a good habit. (Gerund)

Different types of verbs are used, depending on the purpose of the text. The researcher could feature action verbs (the traditional doing words), mental verbs (words that express feeling or thinking), or rational verbs (which set up relationships between one thing and another thing or state or attribute).

3. Concept of Action Verb

a. Definition of Action Verb

Action verb is type of verb. An action verb is a verb that the subject can do. Risdiyanto states action verb is verb indicates an action done by subject.33 Most grammar experts define that verb is an action word that shows action. The reason that verb indicates an action that is performed by subject. Where is not all verb show an action. There is also verbs that show a condition of subject. Verbs that express an action by subject is

called action verb, while verb express conditional of subject is called

state verb, or called verb be. For example:

Action verb: - Hasan *plays* football everyday

- Sinta *works* very hard in his office.

Verb be: - The secretary *is* smart and beautiful

- His family *was* very happy

b. **Characteristics of an Action Verb**

There are some characteristic of an action verb as follows:

1. An action verb may be used to refer to a thought "Dolly thought about project. She wanted a good reward."

2. An action verb can be used in the present, past, or future tense: "The tiger runs very fast." "The tiger ran through our courtyard." "The tiger will run through the forest."

3. An action verb can be used with helping verbs. "Will you ride with me to football practice?"

c. **Types of Action Verb**

The following types of Action Verb and non-action Verbs:

1. Types Action Verb

a) Activities are verbs that show an activity performed by the subject. Some examples of action verbs include: (Play, Study, Walk, Run, etc.).

Example of sentences: *Rifki eats two apples at canteen.*

e) **Possession** is a verb that shows ownership of a subject to an object. Some Example stative verbs are: (Have, Own, Possess, etc.).Example of sentences: *Khuldi and Ujang have some apples in the bag.*

f) **Measurement** is a verb that indicates a size or something that can be counted. Example stative verbs are: (Bowing, Cost, Weight, etc.).Example of sentences: *She owes me five thousand rupiah. (Dia berhutang padaku lima ribu rupiah.*

4. **Concept of Action Verb Mastery**

Mastering action verb not only memorize every words but also know the meaning in order we can use every word in a good language. Verb is action. Verb is a part of speech which is used to express an action or an existence. It should be noted that the concept of verb is very essential in the discussion of English sentence. English verb can divided into two types like action verbs and non-action verbs. Action Verbs are used to tell what someone or something does, physically (I read) or mentally (I think). Meanwhile, Non-Action Verbs are those indicating possession (e.g. belong, have, posses, own), mental states (e.g. believe, doubt, imagine, know, mean, recognize, remember, suppose, think/believe, understand, wonder), senses (e.g. appear, feel, hear, look/appear, see, smell, taste), and emotion (e.g. appreciate, desire, dislike, hate, like, love).

Action verbs are basic for students to make simple sentences. Action verbs are verbs that specifically describe what the subject of the sentence is doing. The power of the action verb lies in the meaning and intention that they contain and how they bring direction and force to the sentence. Non Action Verbs are verbs for things which are not active. In Non Action Verb we cannot use progressive-ing. Non Action Verb indicates state, sense, desire, possession, or opinion. Ex: Need, seem, know, have, want, look, etc.

Action verbs refers to the traditional notion of verb as doing wordl, that is verbs that refer to concrete actions and can be identified by the question, Can this verb be done?" Action verbs are common in spoken language and are there for common in the writing of younger students, particularly in writing that refers to concrete events, people or things in the world. Action verbs predominantly occur in texts where, action so behavior are being described and/or recounted.

Action verbs are also known as dynamic verb. They in dictate activities, processes, momentary actions or physical condition sand also include mental actions. The following are example of action verb:

a. Action verbs show activity: eat, listen, play, walk work.

b. Action verbs show process: change, grow, melt, shorten, widen.

c. Action verbs show momentary actions: hit, jump, knock

d. Action verbs show mental actions: think, wonder, guess

Most action verbs can be categories transitive or intransitive. Transitive verbs are the verbs that are followed by a direct to Object. For example, *He kicked the ball* .In the sentence the object is *ball* as a complement to the verb *kicked.* While intransitive verbs are the verbs that do not need a direct object to complete their meaning. For example, *the dog barked.*

Action verbs also can be categorized into regular and irregular verbs. Regular verbs are the verbs whose conjugation follows are irregular pattern. In English, most regular verbs form their past tense and past participle by adding -ed to their base form. Irregular verbs are the verbs that follow an irregular conjunction pattern. Their past tense and past participle take a completely different from. The following are the example of regular verbs and irregular verb.

Figure 2.1
The example of Regular and Irregular Verbs

Action Verb	Base	Past	Past Participle
Regular Verbs	Talk	Talked	Talked
	Walk	Walked	Walked
	Show	Showed	Showed
Irregular Verbs	Run	Run	Run
	Drink	Drank	Drunk
	Eat	Ate	Eaten

The verbs there are various verbs, among others. Transitive and Intransitive Verb, Regular and Irregular Verb, Action and Non-Action

understand every word. Action Verb mastery can be defined as great skill or knowledge about the stock of words of a language in alphabetical order

5. Concept of Self-Explanatory

According to the existing definition, Self-Explanatory translation is "the use of a Self-Explanatory to translate a term or a phrase in the source by characterizing it instead of translating it directly" (Darwis, 2010: p.142). However, there are other ways of viewing Self-Explanatory translation. For example, some sources define the term from the perspective of its social functions (Darwis, 2010). Self-Explanatory translation can be identified as a tool that "is used to present faithfully the values, the hegemonic views or ideological positions of the target text participants" (Bazzi, 2009: p.201).

According to Hoed (2006) states that Self-Explanatory translation technique by means of matching terms in the source language by using a clearer self-explanatory of the target language. This is done if the translator did not find the equivalent source language in target language.

Self-explanatory technique replaces a term or expression with a self-explanatory of its form or function to make clear in the target text. This technique is used if the translator cannot find the equivalent of the words in the target language. For example, translate *kopiah* as *traditional muslim cap.*

Self-Explanatory, this technique aims at explaining the meaning of the source language (not CBTs) instead of translating it. This is very helpful when

there is no option to one-to-one equivalent and the translator wants to avoid ambiguity. Below are some of the advantages of Self-Explanatory technique.

- Explanation helps to avoid misleading or inadequate translation.
- Explanation can help to solve problems attributed to non-equivalence of cultural terms.

It can fill the cultural differences between the source culture and the target culture. Translators usually select to describe terms for which no counterparts are available in the TL. Ecological cultural terms are rich in examples of cultural gaps where Self-Explanatory of the source term becomes necessary and justifiable.

Self-Explanatory technique it is done if a source language has no equivalence in the target language a concept will be translated with an easy from which contain of meaning.

Figure 2.2 Example

Text	Culture Word	Class
SL	SerutanEs	Material Culture (Food)
TL	A Pile of Shaved Ice Cream	

Based on the data is included into self-explanatory because the translator tries to give additional explanation in the target language. The

literary meaning from the word serutan es is ice shaving, but the translator chooses to explain the word to avoid misunderstanding and provide clear information.

Figure 2.3 Example

Text	Culture Word	Class
SL	Rempeyek	Material Culture (Food)
TL	Home-made fried snack	

The cultural word that refers to Self-Explanatory translation technique. This technique replace a term or expression with a Self-Explanatory of its form or/and function in the ST message to make it clear in the target text (Molina &Albir,, 2002). In the translated the word, the SL word written in the italic and the translator added additional information in brackets. The translator used this technique because there is no equivalent of those words in Indonesian language. Meanwhile, if the translator didn't use this technique, the readers of translated word will not know about or meaning of those words.

The word of Self-Explanatory itself is taken from four major techniques from culture bound-terms (CBTs). Well, culture bound-term (CBTs) themselves is derivatives of culture specific concepts (CSCs).

Defining culture-bound terms (CBTs) as the terms which "refer to concepts, institutions and personal which are specific to the SL culture, Harvey quoted in Ordudari (2004) puts forward the following four major techniques for translating CBTs, they are functional equivalence, formal equivalence or 'linguistic equivalence', transcription or 'borrowing' and descriptive or self-explanatory. And in this technique I choose descriptive or self-explanatory.

Defining culture-bound terms (CBTs) as the terms which "refer to concepts, institutions and personnel which are specific to the SL culture", Harvey (2000) puts forward the following four major techniques for translating CBTs:

1. Functional equivalence: it means using a referent in the TL culture whose function is similar to that of the source language (SL) referent. As Harvey (2000) writes, authors are divided over the merits of this technique.

2. Formal Equivalence or Linguistic equivalence: it means a word-for-word translation.

3. Transcription or borrowing (reproducing or, where necessary transliterating the original term): it stands at the far end of SL-oriented strategies. If the term is formally transparent or is explained in the context, it may be used alone. In other cases, particularly where no knowledge of the SL by the reader is

presumed, transcription is accompanied by an explanation or translator's note.

4. Descriptive or Self-Explanatory translation: it uses generic terms (not CBTs) to convey the meaning. It is appropriate in a wide variety of contexts where formal equivalence is considered insufficiently clear. In a text aimed at a specialized reader, it can be helpful to add the original SL term to avoid ambiguity.

Translation technique and translation strategies are two different concepts, they are related. The translation strategy is done by the translator solve the problems that may arise during the translation process. Although the translation technique is the realization of translation strategies learned from translation products. This the arguments supported by Molina and Albir (2002) are:

"The strategy opens the way for finding suitable solutions for the translation unit. The solution will be achieved through the use of specific technique. Therefore, the technique and strategy occupies different positions in problem solving: strategy is part of the process, technique affects results".

According to Machali (2000), technique has two main elements. 1). Technique is a practical thing, 2). Technique is used for a specific task (in this case, translate task). Technique related to translation practice based on the practical characteristics of technique compared with translation problem solving, use a certain translation program.

The author uses "technique" to mean that a step is completed by the translator to solve the translation problems with the text of the micro-unit. Molina and Albir (2002) also developed a technique as analyze and classify translation equivalent programs. They also mentioned five basic features of translation technique. They are:

a. They affect the translation result.

b. They are classified by comparison with the original

c. They affect text micro units

d. They are essentially discursive and contextual

e. They are functional

Finally, technique as an explanation of what translators do in dealing with translation problems in the translation process, its effectiveness depends on the entire text to context of the translation and the purpose of the translation some experts explain. Hoed (2006) offers 9 translation techniques. They are:

1. Transposition

   The translator changes the sentence structure to get the right translation.

2. Modulation

   The translator provides the equivalent semantically from the point of view of meaning different, but in a real context gave the same message.

3. Descriptive Translation

   This is done if the source language has no equivalent in the target language. The concept will be translated into an essay that contains meaning.

4. Addition

   To make a concept easier to understand (example of strange food names or drinks in the target language), usually the translator adds a special word as explanation.

5. Note

   In translating a text, a translator makes notes to clarify the meaning. If no notes, it can be guessed that the reader does not understand the meaning.

6. Phonology Translation

   If a translator can't find the right equivalent of the target languages, it decides to make a new words taken from the source language word sounds to be matched with target language grammar and spelling.

7. Legal Translation

   There are some technical terms names, laws, etc in the target language, so translator can use it as equivalence.

8. No Equivalence Translation

If a translator cannot find the target language translation concept, he/she might copy from the source language. These techniques are usually followed by notes.

9. Cultural Equivalence

In this technique, a translator provides the right cultural equivalent in the target language.

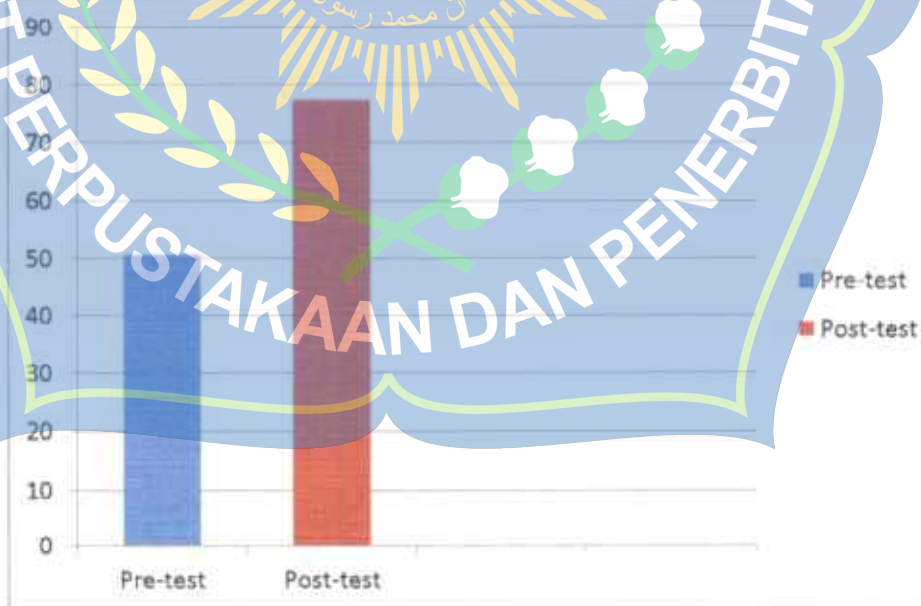- Procedure of Self-Explanatory Technique

  ➤ The researcher presented and introduced the material to the students and explained what the students have to do.

  ➤ The researcher explained the translations procedure and showed how to apply it to the students.

  ➤ The researcher introduced the Self-Explanatory Technique.

  ➤ The students were expected to pay attention to the teacher explanation.

  ➤ The researcher gave a descriptive text and then the students translating through Self-Explanatory technique.

  ➤ The students' translated the text and researcher monitored the students' activity.

  ➤ The research gave the material to the students.

  ➤ The students translate the text through Self-Explanatory technique than the researcher monitored the students'.

Table 4.1 Students' Improvement of Verb

Indicator	Pre-test	Post-test	Improvement
Verb	50.76	77.30	52.28%

Based on the table 4.1 shows that there is an improved from pre-test and post-test, we can see from the table above that before giving the treatment, the students were lacking but after using the treatment, post-test the value of the students very higher. The improvement of pre-test and post-test was 52.28%. Based on the result, it concluded that there was a significant effect on students' action verb mastery by using Self-Explanatory Technique in verb.

Figure 4.1 Students' Mean Score of Verb Mastery

Based on the chart above shows that the mean score of pre-test in verb vocabulary is 50.76 and post-test 77.30. From the diagram above, it can be concluded that there is an improvement from pre-test to post-test after using Self-Explanatory technique.

Table 4.2: Frequency and Rate Percentage of the Students' Pre-Test of Verb

No	Classification	Score	Verb	
			F	P
1	Excellent	96-100		
2	Very good	86-95	-	
3	Good	76-85	-	
4	Fairly good	66-75	2	7.7%
5	Fair	56-65	7	26.9%
6	Poor	46-55	10	38.5%
7	Very poor	0-45	7	26.9%
	TOTAL		26	100.0

Table 4.2 showed that from the data above it can be concluded that there is not a student who gets the category excellent, very good and good, it turns out that there is not student in that category and it is still empty. Meanwhale in the poor category there are 10 students who obtained poor category termes. Based on the data only 7.7% students got the fairly good category.

Table 4.3: Frequency and Rate Percentage of the Students' Post-Test of Verb

No	Classification	Score	Verb	
			F	P
1	Excellent	96-100	-	
2	Very good	86-95	4	15.4%
3	Good	76-85	12	46.2%
4	Fairly good	66-75	9	34.6%
5	Fair	56-65	1	3.8%
6	Poor	46-55	-	
7	Very poor	0-45		
	TOTAL		26	100.0

Table 4.3 showed that after applying the treatment and giving the post-test, it turned out that none of the students got the excellent category. But none of the students got the poor and very poor category. It can be seen that 96% students have got good results after giving the treatment, and only 3.8% student who get fair category.

2. The Mean Score and Standard Deviation

Table 4.4 showed the distribution of mean score and standard deviation in pre-test and post-test.

**Table 4.4: The Mean Score and Standard Deviation of the Students'
Pre-Test and Post-Test**

Components	Pre-Test		Post-Test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Verb	50.76	10.55	77.30	7.77

The result of data analysis from pre-test and post-test of the students'
vocabulary in the table 4.4, after looking at the table above, the mean
score of verb in pre-test and post-test there is an improvement after using
Self-Explanatory Technique as a treatment. And the improvement from
pre-test and post-test of verb is around 27 points.

3. **Hypothesis Testing**

To know the level of improvement of the pre-test and post-test, the
researcher used t-test analysis on the level of improvement ($p = 0.05$ with
degree freedom (df)=N-1 (26-1=25), where N= number of subject (26
students), then t-table value was 1.70814. The t-test statistical analysis for
independent sample was applied. The following table showed the result of
t-test calculation:

Table 4.5 T-Test Calculation/Value

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pre_Verb – Post_Verb	-26.53846	6.28796	1.23317	-29.07822	-23.99870	-21.521	25	

Note:

Pre Verb : Pre-Test of Verb

Post Verb : Post-Test of Verb

Table 4.6 T-test of the students' Action Verb Mastery

Components	t-test value	t-table value
Verb	21.521	1.708

Table 4.6 showed that t-test value in term of verb is very higher than t-table. It means that there is difference improvement between the students' action verb mastery of verb before and after implemented Self-Explanatory technique. It could be concluded that the null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. In other words, the use of Self-Explanatory technique was affective to improve the students' action verb mastery.

B. Discussion

The main purpose of this research was to find out whether Self-Explanatory technique can improve students' action verb mastery of verb at the first year students of SMA Negeri 10 Maros. To find out the purpose the researcher used the test as instrument. The test gave through pre-test and post-test. The improvement of this technique was known from the result of the pre-test and post-test. If the result of post-test was higher than pre-test, it means that this technique was effective.

The improvement of students' action verb mastery in term of verb also had evolved. It is supported by the students mean score of verb in pre-test was 50.76, but after implementation Self-Explanatory technique mean score of verb in post-test was 77.30 and the improvement was 52.28%. Therefore, the researcher indicated that using Self-Explanatory technique improved the English action verb mastery of the students.

After seeing the value of the pre-test and post-test of verb the researcher can see that there is an improved of students' action verb after using the self-explanatory technique. Students' action verb mastery can be improved by using the self-explanatory technique because when students were given the pre-test there was no improvement but after being given treatment the vocabulary obtained improved this was because students were given a text in Indonesian and then they were asked to translate it into English. From this treatment, students' vocabulary in action verb mastery can improve so that this self-explanatory

technique is very good to use in improving students' action verb mastery. This is in line with the opinion conveyed by Rahmayanti (2021) who explained the purpose of self-explanatory technique is to teach the students to make decision about the importance of concepts and how to use context to determine word meaning, so this can help the students become more aware of words in general and become especially attentive to unfamiliar words. This self-explanatory is very easy to use in improve action verb mastery because when they translate there is a lot of verb that they see and it will make it easier for students to remember the translated vocabulary especially verb.

After calculating the value t-test analysis, then is it compared with t-table value. As the result, the researcher finds that the value of t-test is higher than t-table. It means that null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted because there is difference significant mean score of the test that have given by researcher using Self-Explanatory Technique.

According to Hoed (2006) states that is Self-Explanatory translation technique by means of matching terms in the source language by using a clearer self-explanatory of the target language. This is done if the translator did not find the equivalent source language in target language. It means that by using this technique in learning can improve students' vocabulary in action verb mastery.

Moreover, the result of this research was suitable with the previous theory that found Self-Explanatory technique can improve the English verb. The first, Halwiyah (2020) found that students' vocabulary mastery is still low

especially in Verb. The Students are difficult to memorize, remember and tell a vocabulary. Students still confused Students still confused about different types of verb especially in action verb. The students it happened because the teacher did not use effective techniques and interesting media to teach vocabulary, and students had no self-motivation to understand the vocabulary in English. Thus, they felt bored, confused and difficulty to remember vocabulary in action verb, students feel that the teacher is not creative in teaching action verb. It was caused by the English teacher who may not reflect students' need. Show that, the result of preliminary the researcher knew that the media used by the teacher in teaching vocabulary is Textbook. Textbook is a basic media in teaching and learning process. The second, Fajri (2017) He analysts about the correlation of students' mastery of action verb, he us quantitative method to collect the data. He found that some types of correlation made by the first students mastering of action verb in argumentative text the students' answer mastering of action verb in using argumentative text still fail. Because there were 25 students or almost 70% students' got very good. It concluded that teaching and learning process mastery of action verb in argumentative text can increased. The third, Oktoviyano (2020) concluded that increased knowledge of action verb mastery that use google classroom on learning studies, as the use of google classroom as a learning media has a possitive impact on students. Students have a learning experience, which is something new, where learning can be done anywhere and anytime without restrictions only done in school. The researcher said that there were effectiveness

of using google classroom to teach vocabulary mastery on action verb material of the students'.

Based on the theory and previous related research finding, it can be concluded that this research clearly supported the previous finding, which explain that Self-Explanatory technique translation can improve the students' action verb mastery.

From the discussion above it can be concluded that the student action verb mastery at the first year students of SMA Negeri 10 Maros can improve after implementation Self-Explanatory technique as treatment in learning. It means that Self-Explanatory technique improved students' action verb mastery.

Appendix A
LESSON PLAN

Sekolah	: SMA Negeri 10Maros
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Tahun Pelajaran	: 2020/2021
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 4 x Pertemuan

A. KOMPETENSIDASAR

3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

B. INDIKATOR

Mengidentifikasi fungsi sosial struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah dan merespon makna dalam teks deskriptif, lisan dan tulis sederhana tentang orang, tempat wisata dan bangunanbersejarah.

C. TUJUANPEMBELAJARAN

1. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait makanan, Hari Raya, dan Bangunan sesuai dengan konteks penggunaannya

2. Menerjemahkan teks deskriptif yang telah diberikan sesuai dengan konteks penggunaanya.

D. METODE

Metode Pembelajaran : Self-Explanatory Technique

E. MEDIA / SUMBERBELAJAR

1. Media: Papan tulis, spidol, Alattulis

2. Sumber belajar : Buku paket bahasa inggris kelas X &Interenet

F. KEGIATANPEMBELAJARAN

PENDAHULUAN

1. Menyiapkan siswa untuk mengikuti prosespembelajaran

2. Guru berkomunikasi dengan siswa dan memberikan pertanyaan terkait materi yang akan diajarkan

3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuaisilabus.

4. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional daninternasional

KEGIATAN
INTI

1. Guru membagikan contoh *descriptive text* tentang dan meminta siswa mengamati teks tersebut.

2. Guru beserta siswa melakukan aktivitas penerapan Self-Explanatory

Item: Post-Test

Name :

Class :

Question Number 1-10

A. Please Complete The Sentences By using the words in the table. This is a Verb.

Shut	Meet	Hold	Eat	begin
Speak	Read	Keep	Find	cut
Spend	Shake	Lose	Go	drink
Eat	Buy	Wait	Follow	Wake

1. When it_____ To rain yesterday afternoon, 2. _____ All of the windows in tge apartment.

3. Bob hurt his finger when he was fixing his dinner last night. He accidentally.......... It with a sharpaknife.

4. My Sister and I_____ to Taj Mahal in Mumbai

5. Mary didn't throw her old shoes away. She ..... Them.

6. I .... An interesting article in the newspaper yesterday.

7. My Sister and I _____ Pizza as my dinner yesterday

8. Lizzie will _____ a house tomorrow.

9. Mark was late because of the rain. So I _____ almost for an hour alone in the park.

10. A kitten _____ me home.

(https://brainly.co.id/tugas/35690303)

Appendix C

Answer keys

Pre –test

    A. Part 1
1. Drink
2. Eat
3. Lose
4. Find
5. Go
6. Find
7. Shut
8. Send
9. Cook
10. Walk

Post-test

    A. Part 1
1. Begin
2. Shut
3. Cut
4. Go
5. Keep
6. Read
7. Eat
8. Buy
9. Wait
10. Speak

Appendix D

The list name of X MIA 1 at SMA Negeri 10 Maros

NO	NAME	CODE
1	AR	S-1
2	A	S-2
3	AA	S-3
4	D	S-4
5	D	S-5
6	EAFM	S-6
7	EP	S-7
8	FHZAA	S-8
9	FR	S-9
10	HAL	S-10
11	IR	S-11
12	J	S-12
13	MF	S-13
14	MYH	S-14
15	M	S-15
16	N	S-16
17	NZ	S-17
18	NA	S-18
19	N	S-19
20	P	S-20
21	R	S-21
22	RA	S-22
23	R	S-23
24	S	S-24
25	SS	S-25
26	T	S-26

Appendix E

The students' score of Pre-Test

a. Score of Pre-Test of Verb

No	Name	Score	Classification
1	AR	50	Very Poor
2	A	50	Very Poor
3	AA	40	Very Poor
4	D	40	Very Poor
5	D	30	Very Poor
6	EAF M	60	Poor
7	EP	50	Very Poor
8	FHZAA	60	Very Poor
9	FR	50	Very Poor
10	HAF	50	Very Poor
11	IR	40	Very Poor
12	I	50	Very Poor
13	MF	60	Poor
14	MYH	70	Fairly
15	M	70	Fairly
16	N	40	Very Poor
17	NZ	50	Very Poor
18	NA	60	Poor
19	N	60	Poor
20	P	30	Very Poor
21	R	40	Very Poor
22	RA	50	Very Poor

23	R	60	Poor
24	S	60	Poor
25	SS	50	Very Poor
26	T	50	Very Poor

Appendix F

The students score of Post-Test

a. The score of Post-Test of Verb

No	Name	Score	Classification
1	AR	80	Good
2	A	80	Good
3	AA	70	Fairly
4	D	70	Fairly
5	D	60	Poor
6	EAFM	90	Good
7	EP	80	Good
8	FHZAA	70	Fairly
9	FR	80	Good
10	HAF	80	Good
11	IR	70	Fairly
12	J	80	Good
13	MF	80	Good
14	MYH	90	Good
15	M	90	Good
16	N	70	Fairly
17	NZ	80	Good
18	NA	90	Good
19	N	80	Good
20	P	70	Fairly
21	R	70	Fairly
22	RA	70	Fairly

23	R		80	Good
24	S		80	Good
25	SS		70	Fairly
26	T		80	Good

Appendix G

The Improvement of Students Action Verb Mastery

The Improvement Students' in Action Verb Mastery
   1. Improvement of the students Vocabulary in Verb

$$\% = \frac{x2 - x1}{x1} \times 100$$

$$\% = \frac{77.30 - 50.76}{50.76} \times 100$$

$$= 52.28\%$$

Appendix H

T-test analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Verb	50.7692	26	10.55389	2.06979
	Post_Verb	77.3077	26	7.77570	1.52494

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Verb & Post_Verb	26	.806	.000

Paired Samples Test

		Paired Differences							Df	Sig. (2-tailed)
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t			
Pair 2	Pre_Verb - Post_Verb	-26.53846	6.28796	1.23317	-29.07822	-23.99870	-21.521		25	.000

Appendix I
Distribution of t-table

For level of freedom (df)=N-1=26-1=25

t-table = **1.70814**

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02
1	1.00000	3.07768	6.31375	12.70620	31.82052
2	0.81650	1.88562	2.91999	4.30265	6.96456
3	0.76489	1.63774	2.35336	3.18245	4.54070
4	0.74070	1.53321	2.13185	2.77645	3.74695
5	0.72669	1.47588	2.01505	2.57058	3.36493
6	0.71756	1.43976	1.94318	2.44691	3.14267
7	0.71114	1.41492	1.89458	2.36462	2.99795
8	0.70639	1.39682	1.85955	2.30600	2.89646
9	0.70272	1.38303	1.83311	2.26216	2.82144
10	0.69981	1.37218	1.81246	2.22814	2.76377
11	0.69745	1.36343	1.79588	2.20099	2.71808
12	0.69548	1.35622	1.78229	2.17881	2.68100
13	0.69383	1.35017	1.77093	2.16037	2.65031
14	0.69242	1.34503	1.76131	2.14479	2.62449
15	0.69120	1.34061	1.75305	2.13145	2.60248
16	0.69013	1.33676	1.74588	2.11991	2.58349
17	0.68920	1.33338	1.73961	2.10982	2.56693
18	0.68836	1.33039	1.73406	2.10092	2.55238
19	0.68762	1.32773	1.72913	2.09302	2.53948
20	0.68695	1.32534	1.72472	2.08596	2.52798
21	0.68635	1.32319	1.72074	2.07961	2.51765
22	0.68581	1.32124	1.71714	2.07387	2.50832
23	0.68531	1.31946	1.71387	2.06866	2.49987
24	0.68485	1.31784	1.71088	2.06390	2.49216
25	0.68443	1.31635	**1.70814**	2.05954	2.48511
26	0.68404	1.31497	1.70562	2.05553	2.47863
27	0.68368	1.31370	1.70329	2.05183	2.47266
28	0.68335	1.31253	1.70113	2.04841	2.46714
29	0.68304	1.31143	1.69913	2.04523	2.46202
30	0.68276	1.31042	1.69726	2.04227	2.45726
31	0.68249	1.30946	1.69552	2.03951	2.45282
32	0.68223	1.30857	1.69389	2.03693	2.44868
33	0.68200	1.30774	1.69236	2.03452	2.44479
34	0.68177	1.30695	1.69092	2.03224	2.44115
35	0.68156	1.30621	1.68957	2.03011	2.43772
36	0.68137	1.30551	1.68830	2.02809	2.43449
37	0.68118	1.30485	1.68709	2.02619	2.43145
38	0.68100	1.30423	1.68595	2.02439	2.42857
39	0.68083	1.30364	1.68488	2.02269	2.42584

Appendix J

Students' answer of Pre-Test and Post-Test

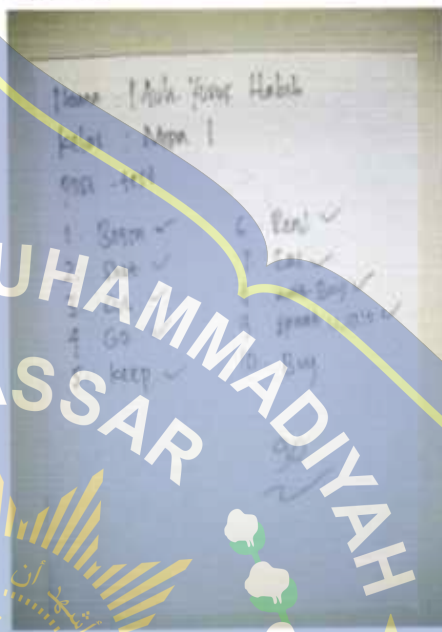$$\text{Students Score} = \frac{The\,number\,of\,studens'\,correct\,answer}{Maximum\,Score} \times 100$$

1. Muh. Yusuf Habibi
   Score pre-test   Score Post-test
   Verb :80   Verb: 90
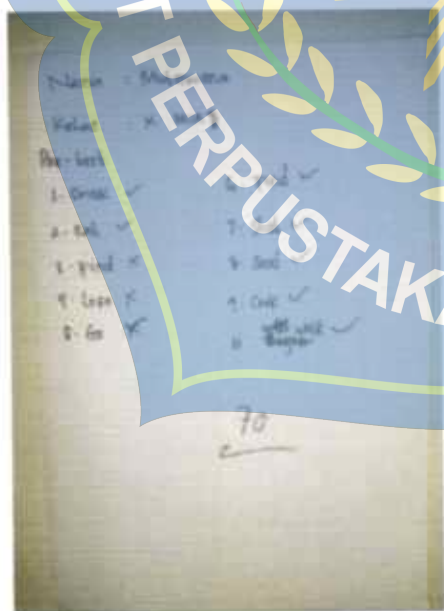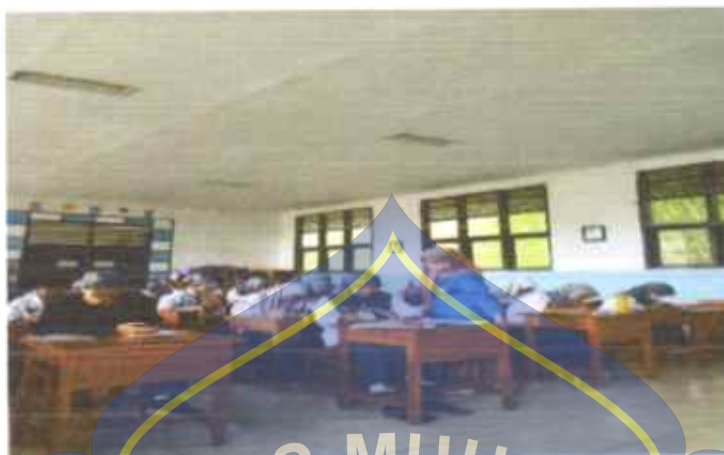
2. Mutmainnah
   Score pre-test   Score post-test
   Verb: 70   Verb: 90

Appendix K
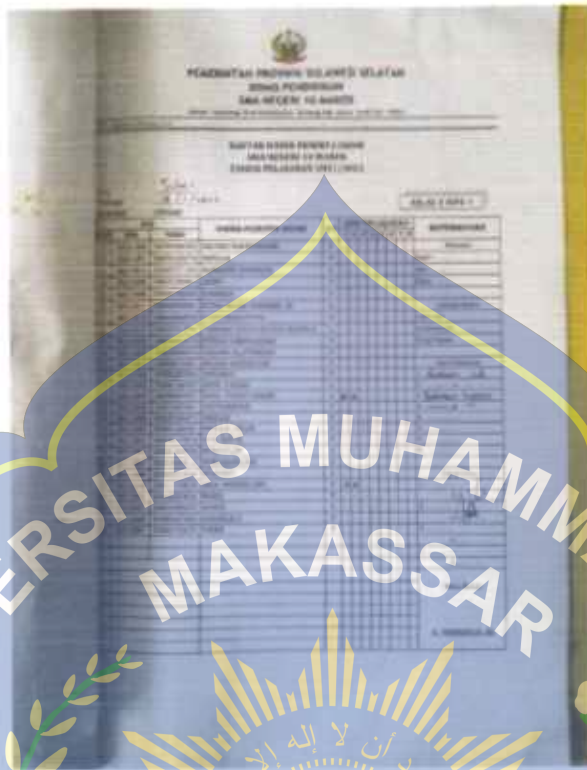
Documentations

(Students' Pre-test in the Class)

(Students' Treatment use Self-Explanatory Technique)

(Students' Post-test in the Class)

(Picture with the students' X MIA 1)   (Picture with English Teacher)

Appendix L

Attendance List of Students

Appendix M

(Turnitin Certificate)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Anandah
NIM : 105351114217
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai

No	Bab	Nilai	Batas atas
1	Bab 1		
2	Bab 2	23 %	
3	Bab 3	9 %	10 %
4	Bab 4	8 %	10 %
5			

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 18 Februari 2022

Kepala UPT Perpustakaan dan Penerbitan

Nasrrah, S.Hum., M.I.P.
NBM 964 591

Appendix O

Surat Keterangan Selesai Meneliti

PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 MAROS

Alamat : Jalan Poros Desa Simbang Kec. Simbang Kab. Maros Email : smagtothang@gmail.com
Website : www.sman10simbang.sch.id 085242325075/08114379

SURAT KETERANGAN

Nomor : 421.3/09/UPT SMAN 10/MRS/DISDIK 2022

Yang bertanda tangan di bawah ini Plt Kepala UPT SMA Negeri 10 Maros dengan ini menyatakan bahwa:

Nama : ANANDA

Nim : 10535114347

Jurusan : PENDIDIKAN BAHASA INGGRIS

benar-benar telah melaksanakan penelitian pada SMA Negeri 10 Maros pada tanggal 11 Januari s/d 01 Februari 2022 dengan judul "THE USE OF SELF-EXPLANATORY TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY"

dalam rangka penyusunan Skripsi untuk menyelesaikan Studi pada Program Sarjana (S1) UNIVERSITAS MUHAMMADIYAH MAKASSAR

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dapat di pergunakan sebagaimana.

Simbang, 03 Februari 2022
Plt KEPALA UPT SMA NEG. 10 MAROS

SYAHRIANTI, S.S
NIP. 19760330 200712 2 013

Appendix P

Research Control Card

MAJELIS DIKTILITRANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Asnidah
NIM	:	105351114217
Judul Penelitian	:	The Use of Self-Explanatory Technique in Indonesian-English Translation to Improve Students' Tenses Form Mastery
Tanggal Ujian Proposal	:	04 December 2021
Tempat Lokasi Penelitian	:	SMA NEGERI 10 MAROS

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/siswa	Paraf Guru/terkait
	Tue, 18/01/2022			
	Tue, 30/01/2022			
	Mon, 24/01/20	Treatment		
4	Tue, 25/01/2022	Treatment		
5	Mon, 31/01/2022	Treatment		
6	Tue, 01/02/2022			

CURRICULUM VITAE

The researcher, Anandah was born on July 05,1999 in Kamisi. She was the first child from the merriage of Muh. Yusuf & Fatimah. She has two brother. She began her study at SD Negeri 1 Kamisi and graduated in 2011. Then, she continued her education at SMPN 8 Kolaka Utara and graduated 2014. Afterwards, she continued her study at SMAN 1 Kodeoha and graduated in 2017. In year 2017, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Then, the end of her study, she could finish her thesis by the title "The Use of Self-Explanatory Technique To Improve Students' Action Verb Mastery at SMA Negeri 10 Maros".