DESIGNING A WORD-FOR-WORD TRANSLATION VOCABULARY WORKBOOK TO HELP AGRICULTURE FACULTY’S STUDENTS OF GADJAH MADA UNIVERSITY IN UNDERSTANDING ENGLISH ENTOMOLOGY REFERENCE

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Garda Bagus Damastra
Student Number: 111214058

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Yogyakarta, 7 March 2017
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DEDICATION PAGE

Your focus determines your reality

- Qui-Gon Jinn -

All we have to decide is what to do with the time that is given us

- Gandalf the Grey -

I dedicate this thesis to:
My beloved father, and family for always taking care of me and giving me support, love, and prayers
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 7 March 2017

The Writer

Garda Bagus Damastra
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIK

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma

Nama : Garda Bagus Damastra
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Pada Tanggal: 7 Maret 2017

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Garda Bagus Damastra
ABSTRACT

Damastra, G. B. (2017). Designing A Word-for-word Translation Vocabulary Workbook to Help Agriculture Faculty’s Students of Gadjah Mada University in Understanding English Entomology Reference. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

This paper discusses the use of word-for-word translation to help Agriculture Faculty’s students from Gadjah Mada University in understanding English entomology reference that they used. The students from Gadjah Mada University that learnt about entomology at Basic Entomology courses are not only learn from direct explanation from the lecturer but also encouraged to learn by themselves using entomology reference book which is already prepared by their lecturer. Unfortunately, in their independent learning process, it causes another problem for some students that do not really master the using of English language both actively and passively. Meanwhile, the portion for them to receive English language course is very limited. This problem becomes an obstacle for the students in their learning process.

This paper shows that the use of word-for-word translation technique can help in improving the English language ability of Agriculture Faculty’s students who had difficulties in using the language. This paper answers the following question: How does word-for-word translation technique assist the students who have difficulties in learning English language? The writer gathered some references from the research’s subject, those were HPT UGM students. The writer created material by using R & D cycles. The cycle started with research and information collecting. Then, the writer went to planning cycle and then developing preliminary form of product. After the product was done, then the next step was preliminary field testing. The last step of the cycle was main product revision so the writer could create the final version of the product.

Based on the result of the analysis, word-for-word translation technique helps improving the English language skill of Agriculture Faculty’s students by helping them to memorize the vocabulary that oftenly appear in their entomology reference books and help them to understand the meaning of the word without mastering the English language actively.

Keywords: Word-for-word, translation, teaching design, agriculture, entomology
ABSTRAK

Damastra, G. B. (2017). Designing A Word-for-word Translation Vocabulary Workbook in Understanding English Entomology Reference for Agriculture Faculty’s Students of Gadjah Mada University. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

Penelitian ini menganalisis penggunaan teknik penerjemahan secara kata untuk kata untuk membantu mahasiswa Fakultas Pertanian Universitas Gadjah Mada dalam memahami buku referensi entomologi yang mereka gunakan. Para mahasiswa Universitas Gadjah Mada yang mempelajari ilmu entomologi pada mata kuliah entomologi dasar tidak hanya belajar melalui penjelasan secara langsung dari para dosen, namun juga dihimbau untuk bisa belajar secara mandiri melalui buku referensi entomologi berbahasa Inggris yang sudah disediakan. Namun, pada proses belajar secara mandiri mereka, hal ini menimbulkan suatu masalah bagi beberapa mahasiswa yang tidak terlalu menguasai bahasa Inggris baik secara aktif maupun pasif. Sementara itu, jatah mata kuliah bahasa Inggris yang mereka dapat sangat terbatas. Hal ini menjadi penghalang bagi para mahasiswa tersebut dalam proses pembelajaran mereka.


Berdasarkan hasil penelitian, teknik penerjemahan secara kata untuk kata membantu menaikkan kemampuan berbahasa Inggris mahasiswa Fakultas Pertanian dengan cara membantu mereka untuk mengingat kata yang sering muncul dalam buku referensi entomologi dan membantu mereka untuk memahami arti dari kata tersebut tanpa harus menguasai kemampuan berbahasa Inggris secara aktif.

Kata Kunci: Word-for-word, translation, teaching design, agriculture, entomology
ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to Allah SWT for his endless blessing in my life so I can complete my final paper. Second, I would like to express my gratitude to my beloved father. I dedicated my final paper to him as he always supported and always motivated me until I finished my paper. Without him, I would not have the opportunity to study. I would also thank to my big family that also support me until now.

I would like to give my gratitude to my two supervisors, Bapak Drs. Y.B. Gunawan, M.A. and Ibu Carla Sih Prabandari, S.Pd., M.Hum. for the time, advice, motivation and guidance during my final paper writing process.

My gratitude goes to Aswindu Mukti Kurnia and all of her friends from Gadjah Mada University Entomology Class who had allowed me to conduct this research on her class members. I would like to thank for their help and good cooperation during the research.

I was also grateful to my bestfriend who are always there to help me and supporting me in finishing this final paper: Maria Dimitrij Angie Pavita, Kartika Eva, Agustina Krisma Baninda, Arinda Febriana Dewi, Dessiana Adityawati. My gratitude was also addressed to my beloved girlfriend Rr. Kirana Andranilla for the motivation, support, love, editing, and for always push me to keep moving forward in finishing this final paper.

I would like to thank my other best friends in my campus Alexander Herbowo Laksana Yuda Wijaya and Beatrice da Silva Laura Ariesta for the laughter, help, and time that we spent together. Also, I would like to thank my
Brother-in-Hobby Dinda Tri Rahmawan, Jefri, Ilham Maulana Ibrahim, Harvey Lienardo, Arie Kharisma, Isidorus Ganang Madyasta Wisnujati for support, advice, time, distraction, and friendship during my spare time.

Finally, my great gratitude went to everybody who could not be mentioned one by one who had helped, supported, and given his or her time to me, especially in writing this final paper.

Garda Bagus Damastra
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CHAPTER I
INTRODUCTION

This chapter presents two main parts of the study. First, the research background presents the reasons why this study is conducted. Second, the research method presents the method used to conduct the study.

A. Background

Indonesia is one of the greatest archipelago countries in the world which is accurately located in the equator line. Indonesia is also known as the country which is composed by volcanic archipelagos cluster. Therefore, Indonesia has fertile soil. By those advantages, Indonesia citizens are known as agricultural societies because they utilize the fertile soil to farming. According to this condition many universities in Indonesia have an Agriculture Faculty. Agriculture Faculty supports the development of Indonesian agriculture. One of the courses in the Agriculture Faculty is Basic Entomology course.

Entomology is a discipline where the students who take this course will learn about the science of insects. The science of entomology is an important basic science in the Agriculture Faculty because the students learn about the terminology and problems which are related to the agricultural area such as insect. As an example, Bee is an insect which can be utilized in flower pollination process for the food plant. Besides, there is also a pest for the rice plant called wereng.
In the Basic Entomology course, the knowledge that the students got was not only from oral explanation of the lecturers but also from the students’ self-study based on the guidance books which were given by the lecturer. The writer took the Agriculture Faculty’s students of Universitas Gadjah Mada, Pest and Diseases of plant Department as the subjects of the research. The guidance books which were used by the Pest and Diseases of plant Department’s students of Universitas Gadjah Mada were “A Field Guide to Insect America North of Mexico” and “The Insect-An Outline of Entomology”. Those books used English version but the university also provided the Bahasa Indonesia version to help the students in understanding the books. In the beginning, the students were assisted by using the Bahasa version of the book, but they found some mistakes of the translation of the books. There was a lot of terminology which was not translated correctly according to the exact meaning from English version to Bahasa version. The students also thought that there was no renewal terminology of the science in entomology.

There are two kinds of general theory of translation, those are Word-for-word translation and communicative Translation (Newmark, 1988). In this paper, the writer wants to explain about Word-for-word translation. Newmark (1988) describes word-for-word translation is:

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 (p.45).
Based on the statement above, this research was aimed to help the Agriculture Faculty’s students to understand the guidance book of entomology. The guidance book which was used by the students contained the basic science which explained the introduction to insects. The obstacle which was faced by the students was the limited understanding of the English language. The Agriculture Faculty’s students of Universitas Gadjah Mada did not attain any particular English course in their faculty, so that the students found the difficulty in understanding phrases was used in entomology terminology. This case was usually faced by the new students which started the Basic Entomology class and were asked to study the information of the book given. In this paper, the writer explained the way to help Agriculture Faculty’s students in understanding the guidance book easily.

B. Research Method Using R&D

Arikunto (1998) states that “The source of the data refers to a subject from which the data are obtained. The data are directly taken as a result of collecting the data individually and its original datum from the source” (p.37). This paper shows how to implement word-for-word technique translation to help HPT UGM students in understanding their textbook deeper.

In this paper, the writer used Quantitative research. Ary, Jacob, and Sorensen (2010) state that the purpose of quantitative research is “to study relationship, cause and effect” (p. 25). This purpose is really match with the writer purpose to study the relationship between the word-for-word translation
technique and what kind of effect it can cause in mastering English language. Then, the writer used one of quantitative research type, that is the Experimental research. Fraenkel, Wallen, and Hyun (2015) have described experimental research is:

The major characteristic of experimental research that distinguishes it from all other types of research is that researcher *manipulate* the independent variable. They decide the nature of the treatment (i.e., what is going to happen to the subjects of the study), to whom it is to be applied, and to what extent (p.266).

The writer will decide the treatment and it will be applied to Agriculture Faculty’s students to test the effect of the improvement of their skill in understanding English after the treatment. The writer gathered some references from the research subjects who are HPT UGM students. The writer chose this topic because the writer had interest in this stream and he could help the students to understand the meaning of the difficult English words using word-for-word analysis.

The final product that has been choosen by the writer for this research is in a form of workbook. The definition of the workbook itself according to Thisda (2012) is “A workbook is one type of educational products. It is different from a textbook because it focuses on providing activities rather than presenting theories. It can function either as instructional materials or supplementary materials” (p.10). This really matches with the writer’s purpose to create word-for-word vocabulary workbook as a supplementary materials as a mean of self-learning material for Agriculture Faculty’s students.
In conducting this research, the writer took several steps as its procedures.

**Step 1: Research and information collecting**

Research information and collecting had a purpose to gather information to support the process of designing materials.

**Step 2: Planning**

In this step, the goals, topic, and general purpose of the material design based on the general guideline drawn in the research and information would be determined. Next, the writer would specify the learning objectives.

**Step 3: Developing Preliminary Form of Product**

Listing the subject’s content and selecting the teaching/learning activities was conducted in this part. For selecting teaching/learning activities, the writer took the result of the interview taken by the interviewees.

**Step 4: Preliminary Field Testing**

This step is included into the last step of research’s instructional design model. The writer would gain consultation for designing of the material to the lecturer of English language class who already adopted this method in speaking class. Based on the evaluation and feedback, the writer would revise which part that needs to be improved.

**Step 5: Main Product Revision**

This step is the last step that is applied in this research. In this part, the writer would provide the revision of material design for speaking class that help the students to improve their fluency and accuracy.
CHAPTER II
DISCUSSION

This chapter consists of the review of related literature and the finding as well as interpretation of the findings.

A. Review of Related Literature

In this chapter, the writer would explain about the review of related literature and the instructional design model. In the review of related literature, these are the nature of translation. In this paper, the writer will explain about aspect of translation theory.

1. The Nature of Translation

According to Catford(1965), he states that “Translation is the replacement of textual material in one language by equivalent textual material in another language (p. 795)”

Each language has it own system in symbolizing meaning because as long as one is dealing with merely one language, the problems of word-for-word areas are not so accute. What makes the problems infinitely more difficult is that each language has a distinctive way of segmenting every word.
a. Translation

Translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics; all questions of semantic are related to translation theory. According to Manfredi (2008) the definition of translation is “The process of translating words or text from one language into another”

b. Aspects of Word-for-word Translation

Newmark (1988) has described about word-for-word translation.

Word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation, and it is normally effective only for brief simple neutral sentences.

Therefore, word-for-word translation intends to reserve the form of the original (what?) in translation and to reproduce the original contextual meaning as close as possible. According to Banjar (2008), there are four kinds of translation which emphasis on the source language. The first is word-for-word translation where the word translated by their most common meanings that is used to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. The second is literal translation. It is a grammatical construction that is converted to the nearest TL equivalent, but the lexical items are again translated out of context. The third is faithful translation which attempts to reproduce the precise contextual meaning of the original. It also transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. The last is semantic translation which compromises on an appropriate meaning so that there is no assonance and word play or repetition jars in the
finished version. It does not rely on cultural equivalence and makes very small concession to the readership.

There are also four translation with emphasis on target language: (1) Adaptation translation that mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture & text is rewritten. (2) Free translation is reproducing the matter without the manner, or the content without the form of the original. (3) Idiomatic translation is reproducing the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms and (4) Communicative translation is attempt to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensive to the readership.

B. Findings

The writer designed this material to help the students to understand the English language entomology textbook that they use in the entomology basic class. In this case, the students will not be confused and can get the information from the book accurately. The writer hopes that they can understand the book without having to learn the complex level of English.

The subjects of this research were the Agriculture Faculty’s students. Entomology is the major that examines insects from anatomy, morphology, until the behavior. The use of English language is very important for them, not only because their researches of entomology use English, but also their entomology research literatures use English too. Therefore, they have to learn English so they are able to understand their researches’ literature. The writer made an appropriate
workbook for the learners by using simple and easy language. Hence it enables the agriculture faculty’s students to improve their interest and motivate them in learning English.

In every meeting of Basic Entomology course, was held quizzes and the material being used was English language. Actually, the students got English subject, but it was only two credits. The writer found, in the end of the research, that the Agriculture Faculty’s student actually had high learning motivation level, but in this case, English language was not their major, therefore, they thought that learning English was not their main focus. Hence, they thought that they did not need to learn English seriously and fluently. This was the reason why they did not motivated enough to explore new vocabulary and improve their English.

The writer found that most of the students still have difficulties in mastering the grammar and vocabulary in English. Therefore, to overcome that problem, the writer created one instructional design model to be applied for the Agriculture Faculty’s students. The instructional design model will be explained in the following part.

a. Instructional Design Model

There are many kinds of models in designing materials. In this study, the researcher used R&D (Research and Development) cycle by Borg and Gall (1983). The R&D cycle was applied in this research in order to design, revise, and develop educational product that is appropriate for students and teachers. This part discusses the theories which are related to the topic of this study. The theories
include the instructional materials design models. According to Borg and Gall (1983), there are ten cycle of R&D, but the writer proposed to apply five of ten cycles to be conducted in this research.

The writer chose only five cycles because the result was not for the main lesson, it just only a supplementary for the students to increase their English Skill. The figure 2.1 following shows the correlation between five of ten R&D cycles by Borg and Gall with the writer instructional design steps. The whole instructional design steps that the writer conducted were included in five steps R&D cycles.

![Figure 2.1 R&D Cycles](image)

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The steps that the writer conducted in this cycles are 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) preliminary field-testing, and 5) final product revision. The cycles of R&D were explained below:

**Step 1: Research and collecting information**

Research information and collecting had a purpose to gather information to support the process of designing materials. In this research, the writer took interview as the method to collect information. In the process of collecting the information, the researcher asked the Plant Protection’s students from UGM. They said that learning English was difficult because they only got English subject for two credits. They did not have chance to learn English deeper. From this case, the writer identified the learners’ characteristic, and these were needed to design the appropriate instructional materials and helped the writer to select the suitable methods and materials for the students. In designing the appropriate methods and materials, the writer should consider some factors in finding out the learners’ needs and characteristics, such as the number of student, academic background, grade-point average, level of intelligence, expectation of the course, and the students motivation in studying the subject.

**Step 2: Planning**

In this step, the goals, topic, and general purpose of the material design based on the general guideline drawn in the research and information would be determined. Next, the writer would specify the learning objectives. The target of the research was students who are in pre-advance learning. Therefore, the material
design was designed for that level. The writer made a simple worksheet for the students at beginner level because their English level was not really good. Furthermore, if the worksheet was made too complex its will not interest them, for they did not have enough motivation to learn English correctly.

The goal for this research was to provide the Agriculture Faculty’s students some simple learning materials that can be used as self-learning material to improve their skills in understanding English. The topics for the material design were created based on the guideline. The topics were learning and memorizing vocabularies and nouns that they usually meet in the reference. The vocabularies and nouns variant were given as much as possible in order to make them deeply understand about the material in easiest way. The general purpose for this research was to create a simple learning material for passive English user.

The writer’s plan was to create a workbook for the final product of this research. The reason why the writer chose workbook as the final product was because workbook focused on providing activities rather than only presenting theories. The workbook consisted of some units that were determined based on topic from Agriculture Faculty’s students Entomology reference book.

The overall content of the workbook are:

- Unit 1 - The important role of Insect
- Unit 2 - Collecting and Preserving Insect
- Unit 3 - External morphology of an Insect
- Unit 4 - Internal morphology of an Insect
- Unit 5 – Reproduction system of an Insect
However because of the time limitation this paper only included 2 units: The important role of Insect and Collecting and Preserving Insect. These two units could be seen in the appendix, each unit contained basic vocabulary and vocabulary use.

**Step 3: Developing Preliminary Form of Product**

Listing the subject’s content and selecting the teaching/learning activities was conducted in this part. For selecting teaching/learning activities, the writer took the result of the interview that already taken by the interviewees. In this part, the reasons why word-for-word translation was chosen as a method to develop their understanding in English was going to be explained.

For the Agriculture Faculty’s students, they could improve their speaking vocabulary mastery and deeper understanding about the meaning by using word-for-word translation. This study was expected to help the students to understand those books that they did not know the meaning before and so could give positive effects deeper, so that the students should use it properly.

For the teachers, using word-for-word translation was one of the media that could improve the quality of teaching-learning process. From this research, it was expected the teachers realized that word-for-word translation which considered as a media can used nicely and gave good result for the students’ vocabulary mastery improvement. It could be a solution and new alternative in improving the students’ deeper understanding of the meaning and vocabulary mastery. Thus, the teacher could also use word-for-word translation as a media to introduce the new vocabulary in the vocabulary learning.
The result from the interview that has been taken by the interviewees needed some material that could be use as their supplementary learning material for an independent learning process. This supplementary learning material needed to be simple and to be easily understand by passive English user. Based on the result of the interview, the writer decided to create vocabulary workbook. The writer chose to create a vocabulary workbook because workbook was very simple in structure. The user of the workbook only needed to understand the simple example and instruction that given for each topic before they could proceed to work on the workbook.

**Step 4: Preliminary Field Testing**

This step is included into the last step of research’s instructional design model. Based on the evaluation and feedback, the writer would revise which part that is needed to be improved.

The subject for this testing is the Plant Protection’s students from UGM. They felt learning English was difficult because they only got English subject for two credits. Considering this, the students were lacking skill in using the vocabulary that oftenly used in the entomology reference, therefore, they could not understand and translate the English words well. In translating a sentence, the students do not need to translate all of the words. They can only translate it by understanding the point of the sentence.

In helping the students to gain deeper understanding in learning English by using easy way, the writer used word-for-word translation aspect. The writer would give pretest to measure the students’ understanding. In this case, the writer
could give the appropriate level for the material design.

The writer make a material design as supplementary material design that contain a presentation on how to understand the meaning on the entomology reference book using word-for-word translation aspect easily. Later, the writer conducted evaluation to the students by giving post test and the result will be used to make the conclusion of a process in learning English sentence deeper by using aspect of word-for-word translation.

The Preliminary field testing was given to the Agriculture Faculty’s students. As many as 8 Agriculture Faculty’s students, who felt difficulties in the process of learning English because they not have enough motivation to learn English, need to master English in order to understand their English entomology reference book. The test was given at the same time when Agriculture Faculty’s students were taking their Basic Entomology class, therefore the writer could examine the result of the exercise. The Agriculture Faculty’s students practice the exercise as a take home assignment in order that they really can use it as a self-learning supplementary exercise. The result was good, the exercise helped the Agriculture Faculty’s students. The difficult words which has been prepared by the writer in the worksheet significantly enable them to remember the materials given.

**Step 5: Main Product Revision**

This step is the last step that is applied in this research. In this part, the writer would provide the revision of material design for speaking class that helped the students to improve their fluency and accuracy.
When designing the material, first, the writer created a complete material design with lesson plan and syllabus. The first material design that the writer created did not go along very well with the simple learning ideal. Therefore the writer decided to revise and create something that was simpler and easier to understand in the form of vocabulary workbook. The Agriculture Faculty’s students must pay attention at the instruction that has been given in the worksheet before they move to the exercise. The vocabulary workbook that has been created by the writer was far easier to understand than the previous material. In this vocabulary workbook, the Agriculture Faculty’s students only need to pay attention and understand the simple instructions on how to do the exercise that is given before every each different lesson with different topic (dihilangin aja, boros kata). After the students did the exercise, the writer supposed to know if there any improvement from the result of the preliminary field testing to the posttest. The result shows that there are a lot of improvement in the posttest.
CHAPTER III

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of this study and the suggestions. In the first part, it is about the conclusion of how the process of making media to help the Agriculture Faculty’s students in understanding the books that they did not know before deeper. In the second part, it contains the suggestions for teachers, students, and future researchers.

A. Conclusion

This research was aimed to design a vocabulary workbook using word-for-word translation to help the Agriculture Faculty’s students in understanding English entomology reference and to find out how to use the design itself.

The subjects of this research were Agriculture Faculty’s students. Entomology is the major course that examines insects from anatomy, morphology, until the behavior. Using the English language was very important for them, not only because the research of entomology used English, but also the literature for the research of entomology used English too. So, they might learn English more to make them understood their literature for the research.

In conclusions, word-for-word translations could be applied to the Agriculture Faculty’s students to make them remembering the vocabulary that they will commonly meet in the book. Therefore, word-for-word translation gave benefits towards the students of agriculture faculty vocabulary mastery.
B. Suggestions

In this part, the writer writes suggestions for some parties. There are suggestions for the teachers, the students, and the future researchers.

1. For The Teachers

This research proves that word-for-word translation gave benefits for learning vocabulary. The writer suggests that teachers can use word-for-word translation as one of their techniques in teaching vocabulary for students. It is not only able to help the students, but also the students find it interesting for them because they find that the word-for-word translation is more fun when it’s applied to learning vocabulary.

The writer hopes that the teacher can find another fun way to help the students in term of studying English especially to make them have deeper understanding meanings in the simplest way in their agriculture’s books.

2. For The Students

In this case, since word-for-word translation is used by the teacher in vocabulary learning, the writer suggests that they shall maximize the using of word-for-word translation, so, they can really improve their vocabulary mastery.

3. For The Future Researchers

The writer hopes that this research can inspire other researchers to conduct further research about the use of word-for-word translation in vocabulary learning. The writer suggests that the future researchers investigate more on the teaching
strategies which are appropriate to be implemented in vocabulary learning in order to improve the students’ vocabulary mastery.
REFERENCES


APPENDIX

VOCABULARY WORKBOOK
Vocabulary Workbook

For Agriculture Faculty’s Student
Vocabulary Workbook

For Agriculture Faculty’s Student

Author

Garda Bagus Damastra
Preface

To the Student

This vocabulary workbook gives you the practice you need to expand your vocabulary and improve your ability to understand what you read. Each lesson focuses on a single vocabulary concept or on a theme that ties together the list of words that commonly you find in your entomology reference book. You then have several opportunities to learn the words by completing exercises on definitions, context clues, and word parts.
User’s Manual

Students can use this workbook for self-directed learning at home based on following procedure:

- Prepare a dictionary to find the meaning of difficult words.
- Select the unit.
- Do the tasks based on sequence.
- Work with group if necessary.
- Practice the conversation with friend or family members.

Note:
- Don’t use the answer key before finish all the tasks
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Unit 1

The important role of Insect

A. Basic Vocabulary

Translate this word into your own language

Insect: Serangga
Fern:
Segment:
Equator:
Compound eye:
Herbivore:
Wingless:
Pest

B. Vocabulary use

Complete these following sentences with the word provided and pay attention to the clue in bold.

dominating ancestor wingspan
reproduction plant fossil
adaptation prehistoric pollinator
climate

1. Insect is an organism that dominating the life in this world, it consisted of 1-4 million species.

2. Insect is an _________ animal, its existed since 400 million years ago.
3. Insect _______ usually can be found in a form of Amber.

4. Insect _______ believed to be in a shape of a worm-like creature.

5. *Meganeura* is an extinct giant dragonfly with a very huge wing, it _______ can reach up to 700mm.

6. With the Fern and Pioneer Plant flourishing in Silurian Era, the first herbivore Insect is emerging. They are herbivore, they eat _______ matters.

7. Insect can be found almost everywhere, this is a proof that Insect have high _______ skill

8. Insect can produce so many offspring in a year because they have high _______ rate.

9. Seasonal change that also called as _______ change really affecting the spreading of insect at prehistoric era.

10. At the Cretaceous era the flowering plant is emerged, this also the time when _______ insect emerge. This insect have a capability of pollinating the plants.
Unit 2

Collecting and Preserving Insect

A. Basic Vocabulary

Match the words with the picture

- Aspirator
- Insect Sweepnet
- Tweezer
- Killing bottle
- Triangle paper
- Notebook
- Pencil
- Labelling Paper
- Alcohol vial

A.  
B.  
C.  
D.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. Vocabulary use

Complete these following sentences with the word provided and pay attention to the clue in bold.

Aspirator    Killing Bottle    Triangle Paper    Tweezer
Labelling Paper    Alcohol vial    Syringe    Notebook
Sweep net    Pencil    Aerial net    Aquatic net
Beating sheet    Insect pin    Collection box

1. ________ was used to collect small and minute sized insect by sucking them into the vial.
2. Butterfly and moth with fragile wings usually stored in the ________ first.
3. ________ was used to inject alcohol to the insect body.
4. ________ was used to write down the final result of the identification data.
5. To grab something that might be venomous or dangerous we can use ________ to pinch the Insect body.
6. You need to write the data that you get as soon as possible using ________ on your notebook.
7. ________ are very important to keep the data that you’ve been collected on the field.
8. To kill the insect directly after you caught them you can use ________
9. You can preserve soft bodied specimen in an ________
10. _________ are mean to be put under the tree to collect some insect that has fallen after you beat the branch of the tree.

11. To collect some Insect that inhabiting the shrub and bush you can sweep at it using _________

12. **Flying Insect** are tricky to catch, you always can depend on your _________ to catch them.

13. Many kind of Insect life under the water surface. To collect them you need to use specialized net called _________

14. To pin down the preserved specimen you can use special needle called _________

15. **To display your final preserved specimen** you can put them into the _________