

**AN ANALYSIS OF THE TRANSLATION STRATEGIES OF
IDIOMATIC EXPRESSIONS IN OLIVER BOWDEN'S
ASSASSIN'S CREED REVELATION NOVEL AND
ITS APPLICATION IN TEACHING WRITING**

A THESIS

**Submitted to the English Education Program of Muhammadiyah
University of Purworejo in Partial Fulfillment of the Requirement for the
Sarjana Pendidikan Degree**



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2015**

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AN ANALYSIS OF THE TRANSLATION STRATEGIES OF IDIOMATIC EXPRESSIONS IN OLIVER BOWDEN'S ASSASSIN'S CREED REVELATION NOVEL AND ITS APPLICATION IN TEACHING WRITING

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STATEMENTS

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Purworejo, 13 August 2015


The researcher

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by 'S' and 'P' in a cursive script.

Akhmad Supriyadi

MOTTOS

 Nothing is true, everything is permitted. (Assassin's Creed)

 Do what you can do today, the regret shall fall long after your decision. (anonymous)

DEDICATIONS

With gratitude and love because of Allah SWT, this thesis is proudly dedicated to:

1. My Parent, for their love and hard work making me to be able to stand here up this moment.
2. *Pour mon compagnon de vie, Nian Sekar Jatiningrum, ma plus grande gratitude est de vous me accompagner désormais.*
3. My companion at arm in traveling the same ocean, Ardy and Fitri, Azis, Della, Eko, Faizin, Faris, Foke, Fitri H., Yuli,
4. My beloved friends from UKM ESC, HIMA PBI 2012, PPL SMAN 7 Purworejo 2014, KKN PPM SEREN 2014, thank a lot for the time.
5. My own self, you've nailed it pal!!! This moment must become a remembrance on your future that you have to change. Let's me see how you smile upon this when you've changed to a man.

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He would like to express his greatest gratitude to several people who participated in finishing this thesis. He extends his sincere gratitude and

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Purworejo, 8 August 2015

The researcher

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Akhmad Supriyadi

ABSTRACT

Supriyadi, Akhmad. 2015. *An Analysis of The Translation Strategies Of Idiomatic Expressions in Oliver Bowden's Assassin's Creed Revelation Novel and Its Application in Teaching Writing* a Thesis English Program Faculty Of The Teacher Training And Education of Muhammadiyah University of Purworejo. Consultant: Puspa Dewi, M.Pd and Dr. Sudar, M.Pd.

The current of information flows fast. People all over the world are in great need of information shared by many means and media. Through diversity among nation, the word translation becomes such an oasis to undertake the difficulties in transferring information. Translation in many ways not only changes one language to another, but it hoped to be as close as possible with the target language not only in term meaning but also in form and style. Idiom take place as one of the most difficult task to handle by the translator, there is special treatment for idiom to be successfully translated into target language. This research aimed to analyze the translation strategy of idiomatic expression in the novel and its Indonesian translation and to describe the application of idiom in teaching writing.

This is a descriptive qualitative research. The data form is English idiomatic expression from the novel. It was collected by reading the novel and determined the idiomatic expression. After the data are collected, the researcher analyzes the data with the Indonesian translation novel.

After the analysis, the researcher found that the translation strategies in the novel are; translation using idiom with similar meaning and form with percentage of 9%, translation using idiom with similar meaning but dissimilar form wit percentage 12%, translation by paraphrase with percentage 72%, and translation by omission with percentage 7%. The most dominant translation strategy is the paraphrase. The researcher provides the application of idiom in teaching writing in form of lesson plan. Finally the researcher suggests the translator and students to have better understanding in idiomatic expression and also the strategies in translating the idiom.

Keywords: *Analysis, Translation Strategies, Idiomatic Expression, Application, and Teaching Writing.*

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CHAPTER I

INTRODUCTION

In this chapter, the writer wants to explain about introduction. The introduction covers eight parts. They are background of the study, identification of the problems, statements of the problem, limitation of the study, objectives of the study, significance of the study, definition of term.

A. Background of the Study

The current of information nowadays is flowing rapidly. People in all over the world are in greatly need of acquiring information that flows through various means. The information travels by written or spoken media. However, in this global era, the piece of information often uses English as the default language to spread information worldwide. Nevertheless in some regions that people not familiar with English will face extreme difficulties to properly gain the content of the information. Thus in this case, people do translation and or interpretation toward not only English but also the non familiar language.

Translation and interpretation both function as a bridge in order to overcome the difficulties facing non native language. This research will focus on the use of translation process occurred in English into Indonesian text. The translation process is considered as a complicated process because it's not only the process of altering one language into another. The translation process involves

various aspect such as linguistic knowledge, grammatical knowledge and so the semantic analysis to properly change the language.

The complex translation process even becomes more complicated when the translator finds idiomatic expression. Idiom is a complex component of language. The translation process involving idiom cannot be taken lightly because it has unpredictable meaning and grammar. Baker (2006:63) stated that Idiom is a frozen pattern of a language which allows little or no variation in form and often carry meaning which cannot be deduced from their individual component. The translator should not treat idiom translation word to word lexically. The complexity of idiom would arise a new meaning in the sentence. Moreover the idiom often carries cultural bound that only occurred in language origin. In some ways, idiom we can translate an idiom literally but the real meaning of the idiom will then disappear. This happens because the idiom has literal and figurative meaning. In one hand, when an idiom analyzed clustered, the literal meaning of the idiom may seem comprehensible. On the other hand when the idiom put in an utterance, the literal meaning can cause a grievous misunderstanding. The translator needs to understand the figurative meaning of the idiom so he can be able to properly translate the idiom. Up this process, the problem often is not over yet. The ideal translation of idiom is to change it into target language idiom too. The translator will find it difficult to find the exact same meaning idiom in the target language. Though every language has enormous amount of idiom but it is still not milk money to find the precise equivalent of an idiom from the different language.

In order to overcome the difficulties faced by translating idioms, the translator needs adequate strategy. The translator should know the function of the idiom and the characteristic of the idiom in both languages.

One important point to be put in mind is that idiomatic expression depends on their context. It helps to grasp their meaning. Like common words, idiomatic expressions sometimes have more than one meaning; therefore, the context in which an idiom is used determines the intended meaning of that idiomatic.

Sometimes some idiomatic can be more universal than others, can be easily translated, and the idiomatic meaning can be deduced. Idiomatic are often found in several literary works. One of them is a game-adaptation novel by Oliver Bowden entitled *Assassin's Creed Revelation* that is available in both English and Indonesia.

In this research, the researcher analyzes about strategies and types in translating idiomatic expression of phrasal verb. This research aims to investigate which translation strategies found from the point of view of readers. The researcher explores what idiomatic expressions and what kinds of strategies are used to conquer these problems. It also presents different classifications of translation strategies that used in the translating idiomatic expression is often found the difficult by the translator because idiomatic cannot be conveyed literally in the target language (TL).

Besides, this novel has retained the use of idiomatic in general. This is very important for the readers because idiomatic expressions are extremely

common parts of the daily language use, idiomatic are also “fascinating and innovative” parts of the language. Thus, translators need to understand well the idiomatic that not make confuse the readers.

B. Reason for Choosing the Topic

This novel, according to the researcher has the best storyline compared to the counterparts. The final story of Ezio's journey will come as the epilogue of his long journey of vengeance into revelation. The storyline of this novel is around the final Ezio's journey during his attempts on revealing the secret library in the Constantinople now Turkey. His final goal is to obtain five keys in order to open the hidden chamber in assassin's hideout in Masyaf now Jerusalem. Oliver Bowden epically reconstructed the game based storyline into a novel. In the novel he used many idioms to deliver the story. As there is an Indonesian translation series available so the researcher wants to know the translation strategies used by Indonesian translators in translating the idioms found in this novel.

C. Limitation of the Problem

To avoid broaden scope of the study, the researcher put certain limitation in his study:

1. The object of this study is a bilingual novel by Oliver Bowden entitled Assassin's Creed Revelation.

2. The study targeted the use of translation strategies of idiomatic expression found in the process of translating English original novel into Indonesian.
3. The analysis of this research is descriptive analysis.

D. Statement of the Problem

Regarding the previous introduction, the researcher then accumulates several problems:

1. What types of idiomatic expression found in the English into Indonesian translation process of Assassin's Creed Revelation novel into Indonesian?
2. What strategies do the translator used in the English into Indonesian translation process of Assassin's Creed Revelation novel?
3. What is the most dominant translation strategies used in the English into Indonesian translation process of Assassin's Creed Revelation novel?
4. How does the application of the study in teaching writing?

E. Objective of the Study

Consistent with the problem statement, the objectives of this research are:

1. To identify the types of idiomatic expression found in the English into Indonesian translation process of Assassin's Creed Revelation novel into Indonesian.

2. To describe the strategies used by the translator in the English into Indonesian translation process of Assassin's Creed Revelation novel.
3. To determine the most dominant translation strategies used in the English into Indonesian translation process of Assassin's Creed Revelation novel.
4. To describe the application of study analysis in teaching writing.

F. Significance of the Study

The researcher conducted the study in hope to give positive contribution to;

1. The researcher could enrich his study in translation process, moreover in the translation strategies.
2. This research may be useful for following party:
 - a. For students of language program, this research can help them to enlarge their study scope on translation.
 - b. For lecturer in the English Department, this research can be a alternative to use novel in the translation class.
 - c. For lecturer in a class using ESP curriculum for professional translator, this research can be a literature review to study the translation strategies of idiomatic expression.
 - d. For the other researcher, this research is expected to be used as one of reference for similar study, even as an inspiration for another research studies.

G. Definition of the Term

In order to understand this thesis well, the researcher collects the some definitions of the thesis term;

1. Analysis

Hornby (2000:41) defines the term analysis as the detailed study or examination of something in order to understand more about it.

2. Translation strategies

In order to convey the meaning of an idiomatic expression, a translator needs some strategies to translate the idiomatic into the target language. Baker(2006:71-77) states the strategies in translating idioms. There are four strategies in idioms translation; translating with idiom in the same form and meaning, translating with the similar meaning but different form, translating by paraphrase, translating by omission.

3. Idiomatic

According to McCharty and O'Donnel (2002; 6) idioms are expression which have meaning that is not shown obvious from the individual words. For example the idiom "drive somebody round the bend" means make somebody angry or frustrated, but we cannot know this by looking at the words.

4. Novel

A novel is a piece of prose fiction of a reasonable length. Even a definition as toothless as this, however, is still too restricted. Not all

novels are written in prose. There are novels in verse, like Pushkin's Eugene Onegin or Vikram Seth's *The Golden Gate*. As for fiction, the distinction between fiction and fact is not always clear. And what counts as a reasonable length? At what point does a novella or long short story become a novel? André Gide's *The Immoralist* is usually described as a novel, and Anton Chekhov's 'The Duel' as a short story, but they are both about the same length.

http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/9781405117067/Eagleton_sample%20chapter_Then%20english%20novel.pdf

5. Assassin's Creed Revelation

Assassin's Creed: Revelations is a 2011 video game published by Ubisoft and was developed by its subsidiary, Ubisoft Montreal. A direct sequel and follow-up to 2010's *Assassin's Creed: Brotherhood*, *Revelations* is the fourth main installment of the series.

Revelations continues the story of Desmond Miles, who has fallen into a coma due to the events of the previous game. In order for him to awaken again, Desmond must relive the last significant memories of his ancestor, the Assassin Mentor Ezio Auditore da Firenze, who sought out the secret library of the Mentor of the Levantine Assassins, Altaïr Ibn-La'Ahad, in 1511.

Assassin's Creed: Revelations with the same title as the game release is also a novel by Oliver Bowden based on the game play storyline

excluding the present story of Desmond Miles. It was released on 24 November 2011 in the United Kingdom, and 29 November 2011 in the United States.

http://assassinscreed.wikia.com/wiki/Assassin%27s_Creed:_Revelations

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting this research, the researcher uses some related theories as the references which can aid him in analyzing data. This chapter provides some aspects that have relationship with previous study and the theories on translation, translation strategy, idiomatic expression and teaching writing.

A. Previous Study

Investigations on idiom translation strategies also have been previously initiated by Eri Novianti and Ricky Febriawan Saputra. Either both scholars were focusing on idiom, classification of idioms, translation, and translation strategies used in popular fiction novel. Eva examined the translation of idioms found in series Lewis Carol's Alice in Wonderland Novel and their translation from English to Indonesian. Ricky did the same work with Rowling's Signature Harry Potters and the Deadly Hallows and its translation from language English to Indonesian.

Eri Novianti in her research analyzed idiomatic expression translation strategies in Lewis Carol's Alice in Wonderland novel and its Indonesian Indonesian translation version. Her study used descriptive qualitative research with content analysis method. Her data analysis were English and Indonesian Idiomatic Expression and the sentences containing the idiomatic expressions in her study, it was revealed that there were 10 idiomatic strategies in the

original novel and 6 idiomatic strategies in the Indonesian translation novel. She concluded in her research that there were the following strategies used in translating idiomatic expressions; (i) translation by using an idiom of similar meaning and form, (ii) translation by using an idiom of similar meaning but dissimilar form, (iii) translation by paraphrasing, (iv) translation by omission, (v) literal translation. In her research, paraphrase strategy is in the highest rank of the most applied strategy.

Ricky Febriawan in his thesis described the translation of idioms expression found in the novel *Harry Potter and The Deathly Hallows* published by Bloomsbury and the strategies in translating idioms applied based on Baker. Using qualitative method, he provided a detailed description about the translation strategies in translating idiomatic expressions found in *Harry Potter and The Deathly Hallows*. His study showed that several translation strategies are applied, which include idioms of similar meaning and form, using an idiom of similar meaning but dissimilar form, translation by paraphrase, and translation by omission. In his conclusion he concludes that translating idioms could be a serious matter regarding the target language. Based on his research, the problems are doubled since the stylistic meaning should be kept without reducing the beauty of the text.

This research has the same idea with both previous researches about idiom translation strategy. However, apart from both, this research focuses on idiom translation strategies that found in the fourth installment series of Oliver Bowden's *Gameplay-based novel, Assassin's Creed Revelation*. The reason of

choosing this novel as data source is because this novel provides numerous idioms and the translation. The aims of this research are to identify the idiom found in the novel and then describe the strategies used by the translator.

B. Theoretical Review

1. Translation

a. Definition of Translation

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Catford in Budianto and Fardhani (2010:1) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Similar definition is also mentioned by Larson (1998:3). He says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changed.

Nida and Taber in Budianto and Fardhani (2010:1) stated that translation consist in reproducing the receptor language the closest natural equivalent of the source-language style message, first in term of meaning and secondly in term of style. This put another line for the previous theory that giving the translation process should only focus

on the meaning, giving the most natural sense as possible for the target language. It is in order to give the reader a feeling of reading his or her own language.

From the above explanation, it can be concluded that translation is the process of delivering equivalent meaning of utterance or context from the source language into the target language.

b. Type of translation

Catford in Budiarto and Fardhani (2010:1) makes categories of translation in terms of extent, levels, and ranks. Based on the extent, he classifies translation into full and partial translation. On the levels of translation, there are total and restricted translations and on the ranks there are rank bound and unbounded translations.

In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text material. In partial translation, some parts of the source language text are left untranslated. They are simply transferred to the target language text.

Total translation means the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non equivalent TL phonology or graphology. While restricted translation means the replacement of SL textual material by equivalent TL textual material at only one level,

that is translation performed only at the phonological or at graphological level, or at only one of the two levels of grammar and lexis.

Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale is called unbounded translation.

According to Larson (1998: 15) translation is classified into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. Larson (1998: 16) says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

In practice, however, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language. Translation then falls on a continuum from very literal, to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed below.

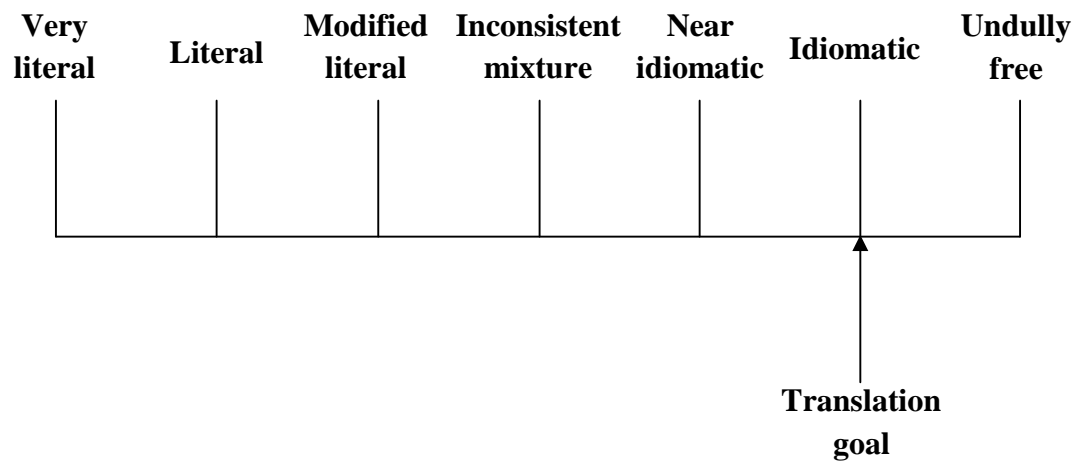


Figure 1 **Translation as a continuum by Larson (1998: 17)**

The translator's goal should be an idiomatic translation. Newmark (1988: 46) states that idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idiom where these do not exist in the original. He will know he is successful if the receptor language readers do not recognize his work as a translation at all, but simply as a text written in the receptor language for their information and enjoyment.

c. Translation Process

Translators understand the process whereby a message which is expressed in a particular source language is linguistically transformed in order to be understood by readers of the target language. Actually, the translator is conveying the meaning expressed by the original writer in the end readers get a translated text that is faithful to the source text in term of meaning. Sometimes, the translator finds it necessary to reconsider the original wording for better understanding of the source text in order to render it in the target language. In other citation, such as defined by Newmark (1988: 19), there are four processes of translation:

- 1) The textual level, intuitively and automatically make certain conversion transpose the SL grammar (clauses and groups) into their ready TL equivalents and translate the lexical units into the sense that appears immediately appropriate in the context of the sentence.
- 2) The referential level is the level of object and events that is real or imaginary, which progressively have to be visualized and built up, and which is an essential part, first of the comprehension then reproduction process.
- 3) The cohesive level; which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various and the various presuppositions of the

SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level.

- 4) The level of naturalness, of common language appropriate to the writer or the speaker in a in certain situation. Natural depends on the relationship between the researcher and the readership and the topic or situation. It is one situation may be unnatural in another, but everyone has a natural, neutral language where spoken and informal written languages more or less coincide.

According to Larson (1998: 3) when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. The following diagram is presented by Larson as the translation process.

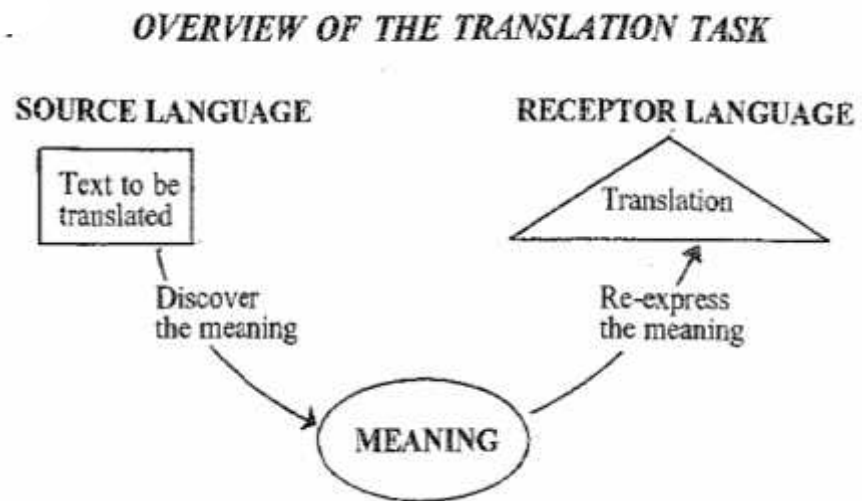


Figure 2 **Translation process by Larson (1998: 4)**

Nida and Taber in Hatim and Munday (2004:152) distinguish translation process into three stages: (1) analysis, in which the surface structure is analyzed in terms of (a) the grammatical relationships and (b) the meaning of the words and combinations of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. The translation process can be illustrated in the following diagram.

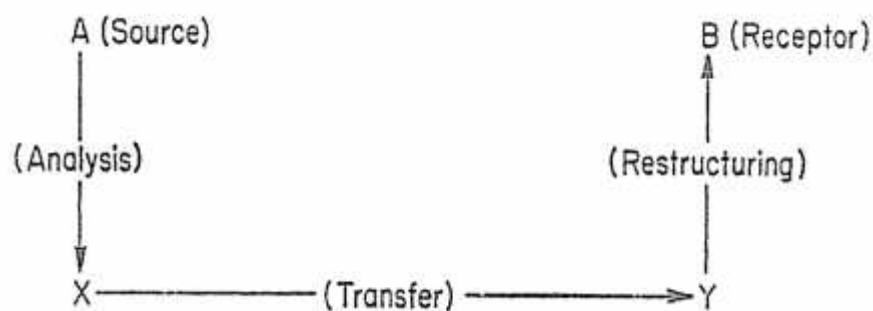


Figure 3. **Translation process by Nida and Taber**

Moreover, it is important to create good translation process.

According to Nord (1991:21), the process is described as follows:

- 1) Analysis of the source text: the goal of this is complete understanding of the SL text. This may include a number of steps:
 - a) General reading of the source text
 - b) Underlining the difficult words
 - c) Looking up the difficult words in a dictionary
 - d) Close reading of the source text after understanding the difficult word
- 2) Transfer of the text into the target language. At this stage, the translator tries to write a draft translation following certain steps:
 - a) Writing a draft translation of the text in the target language.

- b) Trying to make the target text as original as possible and sound natural not translated.

By the preceding theory we can conclude that the translation process has 2 main process, that is analysis the meaning of the context and then sestructure the SL into good and acceptable TL.

2. Translation Strategy

Strategy according to Cambridge Advance Learner Dictionary is a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations. In this context the strategy is similar to technique used by translator in the translation process.

According to Oxford Advanced Learner's Dictionary, technique is a method of doing or performing something whereas strategy is a plan to accomplish a specific goal. This research will use the term strategy related to Mona Baker's theory of strategies to translate idiomatic translation. Mona Baker's view of translation strategies are applied when a translation difficulty occurs and the translator wishes to solve the problem and produce a good translation. Thus, translation strategies are means which considers being the best in order to reach the goals.

Based on many experts in translation, there are many translation strategies to translate a text. Every translator uses different strategies to translate a text since different people may understand a word in

different ways. Furthermore, there are kinds of expressions such as idioms and proverbs which are the products of culture. Idioms in one language probably have different forms in other languages. It may have distinctive form but the same meaning.

Mona Baker (2006: 72) proposes some strategies that can be used to translate idioms.

a. Using an idiom of similar meaning and form

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source-language idiom and, in addition, consists of equivalent lexical items. This kind of match can only occasionally be achieved.

Example; Source text: Assassin's Creed Revelation

SL	"I'll finish you off once we've seen to them," the man added.	P23-L37
TL	"Aku habisi kau begitu kita mengurus mereka," imbuh pria itu.	P55-L27

b. Using an idiom of similar meaning but dissimilar form

It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items. For example, the English expression One good turn deserves another and the French expression *À beau jeu, beau retour* ('a handsome

action deserves a handsome return’) use different lexical items to express more or less the same idea Fernando and Flavell, in Baker (2006:29).

Example; Source text: Assassin’s Creed Revelation

SL	The old manuscript tailed off there, the rest lost , and, indeed, the parchment was so brittle.	P13-L1
TL	Naskah tua itu terhenti di situ, sisanya hilang, dan memang perkamen itu sudah sangat rapuh	P27-L22

c. Translation by paraphrase

This is by far the most common way of translating idioms when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages. You may or may not find the paraphrases accurate; the examples below are quoted as they appear in the original documents to illustrate the strategy of paraphrase rather than to explain the meanings of individual idioms.

Example;Source text: Assassin’s Creed Revelation

SL	Something was prompting him though he could not put his	P17-L54
----	--	---------

	finger on what it was	
TL	Sesuatu mengganjal pikirannya, walaupun dia tidak tahu apa itu.	P50-L19

d. Translation by omission

As with single words, an idiom may sometimes be omitted altogether in the target text. This may be because it has no close match in the target language, its meaning cannot be easily paraphrased, or for stylistic reasons.

Example;source text: Assassin's Creed Revelation

SL	The sword was good. Better for this job than the light scimitar at his side, acquired on his journey. And the hidden-blades for close work. They had never let him down. More men were streaming down from the castle. How many would it take to overpower this lone man?	P24-L48
TL	Pedangnya bagus, untukn jarak dekat pedang ini lebih baik daripada bilah tersembunyi nya atau pedang schimitar yang ia peroleh dalam perjalanan. Berapa banyak orang yang diperlukan untuk mengalahkan satu pria ini? (omission/p13121)	P61-L2

In conducting his research, the researcher uses the translation strategies of idiomatic expression by Mona Baker. The researcher uses the type to determine the translation strategies of idiomatic expression found in the novel.

3. Idiomatic Expression

Hornby (2000: 589) mentions that an idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit, for instance, the idiom “spill the beans” means to reveal secret information, especially without intending to do so.

Carter (1993: 65) defines idioms as special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up. Accordingly, an idiom is learned and used as a single unit. It should not be analyzed into its constituents; it is unchangeable and always carries figurative meaning.

An idiom allows no variation in form under normal circumstances unless the speaker is consciously making a joke or attempting a play on words. Baker (2006:63) identifies the grammatical and syntactic restrictions of idioms. A speaker or writer cannot normally do any of the following with an idiom.

- 1) Addition: adding any word to an idiomatic expression would alter its meaning, or remove its idiomatic sense. Thus, adding

the adverb 'very' to the adjective 'red' in 'red herring' (very red herring) affects the figurativeness of its meaning completely.

- 2) Deletion: deleting the adjective 'sweet' and the article 'the' from the expressions 'have a sweet tooth' and 'spill the beans' would totally change their meanings. Hence, (have a tooth) and (spill beans) have no idiomatic sense.
- 3) Substitution: idioms accept no replacement of words even if those words are synonyms. For example, 'the long and short of it' means the basic facts of a situation. The adjective 'long' cannot be substituted by another adjective, like tall, despite they have nearly the same meaning.
- 4) Changing the words order: any changing in the order of the words of an idiom leads to the destruction of the idiom's meaning. For instance, the order of the words in the expression 'the long and the short of it' cannot be changed into 'the short and the long of it'.
- 5) Changing the grammatical structure: the passive form 'some beans were spilled' has different meaning from its active form 'they spilled the beans' meaning 'they reveal a secret'.
- 6) Before we move into idiomatic translation, we should remember the previous theory regarding the form and style of the translated text that proposed by Nida and Taber in

Budianto and Fardhani (2010:1) and Newmark in Budianto and Fardhani (2010:2) the translator should put in mind the result of the translation should be as closest form and style as possible from the target language.

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Translation not only involves far more than the replacement of lexical and grammatical items between languages, and it may involve discarding the basic linguistic elements of the SL text. According to Baker (2006: 65), the first difficulty that a translator comes across, while translating idioms, is the ability to recognize and distinguish idiomatic from non-idiomatic usage. Recognition is difficult, and sometimes impossible, since many idioms can be slightly modified, while others can be discontinuously spread over a clause. As a rule, the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom

From the definitions above it can be concluded that an idiomatic expression or an idiom is an expression (i.e. term or phrase) whose meaning cannot be deduced from the literal definition and the arrangement of its parts. An idiom can be in the form of phrase, clause or sentence. In addition, the source and the target cultures have a great influence on the comprehensibility as well as the translatability of idioms. Hence, better understanding and using idioms needs both knowing their historical background and familiarity with both the source and the target cultures, and having a clear idea about their different situational context.

It should be quite clear by now, the concept of idiom has been interpreted differently by different people. The scope of idiomaticity and the view of different types of idioms are quite extensive. Since idioms differ greatly both in their character and composition, it is indeed important to provide categorizations for different types of idioms. In this research, some classifications of English idioms from some experts will be introduced by the researcher.

Glucksberg (2001; 75) direct us to four types of idioms: non compositional (e.g., by and large), which by definition are not transparent; compositional opaque (e.g., kick the bucket); compositional transparent (e.g., spill the beans); and quasi-metaphorical (e.g., skating on thin ice)

McCharty and O'Dell (2002; 6) classify idioms into seven combination based on the words combination as it shown on this following table;

Tabel 1
Fixed Aspect of Idiom (McCharty and O'Dell; 2002)

<i>form</i>	<i>example</i>	<i>meaning</i>
verb + object/complement (and/or adverbial)	kill two birds with one stone	produce two useful results by just doing one action
prepositional phrase	in the blink of an eye	in an extremely short time
compound	a bone of contention	something which people argue and disagree over
simile 'simili (as + adjective + as, or like + noun)	as dry as a bone	very dry indeed
binomial (word + and + word)	rough and ready	crude and lacking sophistication
trinomjal (word + word + and + word)	cool, calm and collected	relaxed, in control, not nervous
whole clause or sentence	to cut a long story short	to tell the main points, but not all the fine details

Seidl and McMordie (2003:41-240) classify idioms into the following groups.

- 1) Key words with idiomatic uses
 - a) Adjective and adverb, e.g. bad news, a big mouth, in short, it is high time
 - b) Noun, e.g. by the way, in the end, the bottom line
 - c) Miscellaneous, e.g. after all, how in the world, it is too bad
- 2) Idioms with nouns and adjectives

- a) Noun phrases, e.g. a blessing in disguise, a breath of fresh air
 - b) Adjectives + noun, e.g. a blind date, a close call, a narrow escape
- 3) Idiomatic Pairs
- a) pairs of adjectives, e.g. safe and sound
 - b) pairs of nouns, e.g. flesh and blood,
 - c) pairs of adverbs, e.g. in and out,
 - d) pairs of verbs, e.g. sink or swim,
 - e) identical pairs, e.g. all in all.
- 4) Idioms with prepositions, e.g. at ease, behind the scenes, in a flash, out of bounds
- 5) Phrasal verbs, e.g. break up, go on, get out, settle down, get up
- 6) Verbal idiom
- a) Verb + noun, e.g. throw a party
 - b) Verb + prepositional phrase, e.g. keep in touch
- 7) Idioms of comparison , e.g. as black as coal, as dumb as a statue, to eat like horse, to go like the wind

The types of idioms in Bahasa Indonesia and English are different. English has more types of idioms than Bahasa Indonesia. Khak (2006) states that there are three types of idiom in Bahasa Indonesia, they are as follows:

- 1) complex idiom

- a) affixation
 - i. prefix + noun or verb, as in *mengekor, tersemat*
 - ii. affix (combination) + noun, as in *bersemuka, bersebadan*
- b) reduplication, e.g. *mata-mata, kuda-kuda*
- 2) phrasal idiom
 - a) verba idiom
 - i. verb + noun, as in *naik darah*
 - ii. adverb + verb, as in *sudah berpulang ke rahmatullah*
 - b) nomina idiom
 - i. noun+ noun,e.g. *buaya darat*
 - ii. noun + adjective,e.g. *kuda hitam, air besar*
- 3) proverb (*peribahasa*),e.g. *sambil menyelam minum air, gali lubang tutup lubang.*

The researcher uses idiomatic expression type by Siegl and McMordie in his research. The type is selected because there is a common resemblance among Indonesian idiomatic expression to Siedl McMordie idiomatic expression type. The type of idiom used to categorize the type of idiom found in the novel.

4. About the Novel

Anton Gill (aka Oliver Bowden) has been a full-time professional writer since 1984, and in the course of the last 27 years he has published 35 books. Gill was born in Ilford, Essex, the son of a

German father and an English mother, and grew up in London. He is an acclaimed novelist and Renaissance historian currently living in Paris, France. Bowden has written novelizations of several of the Assassin's Creed console games.

Oliver Bowden is a pen-name (a pseudonym adopted by the author) in order to hide his true identity. However, his profession and location are accurate.

According to Bowden's interview with UbiWorkshop, he is an avid gamer and gains much of his inspiration for character development throughout the writing process from playing the Assassin's Creed series. (goodreads.com/oliver-bowden)

In March of 1511, Ezio traveled to Masyaf after he discovered a letter by his late father regarding the secret library of the Assassin Mentor Altaïr Ibn-La'Ahad – that was rumored to contain his invaluable knowledge – hidden beneath the old Assassin fortress. There, he was greeted by a battalion of Templars led by Leandros, whose forces managed to overwhelm Ezio in a fight; in the midst of his execution, Ezio escaped and made his way back into the fortress. He later found the entrance to the library, but learned that it needed special keys in order for it to be unlocked.

The hired worker that was present in the antechamber to the library mentioned to Ezio that the Templars found one of the keys beneath the Ottoman Sultan's palace, while speculating that the book held by

Leandros would lead them to the others. With this in mind, Ezio set out of the fortress to take the book from Leandros, and eventually killed the Templar captain at Atlas Village after a long chase. After obtaining the book, Ezio set out for Constantinople, where the rest of the keys were hidden.

By May, Ezio had arrived at Constantinople, where he met a young man before docking, and was greeted by the leader of the local guild, Yusuf Tazim, right after his arrival. Yusuf gave Ezio a tour of the city, introducing him to the guild and showing what was left of the Byzantine empire within the city. Ezio also received a Hookblade and was taught how to use it. In return, Ezio later assisted with defending and retaking some of the city's Assassin Dens from the Templars.

After helping the guild recruit a few new initiates and being taught how to use bombs, Ezio went to the first location of the keys: the old trading post of Niccolo and Maffeo Polo, now a bookshop owned by Sofia Sartor, a woman whom Ezio first saw during his ferry to the city. After an introduction, Ezio found an entrance into the Yerebatan Cistern, where he found the first key along with a tome and an encrypted map that led to rare books which held the location of the other keys. Striking up a mutual agreement, Ezio made a promise with Sofia: if she helped decipher the map, he would let her borrow and print a few copies of the books.

In the midst of his search, Ezio helped Yusuf save the Ottoman prince from a planned assassination. Dressed as a minstrel, Ezio managed to stop the assassination, which earned him the favor of the prince; the same young man whom he met on his way to the city, Suleiman I. Following this, Ezio later met with Suleiman in order to learn of the perpetrator behind the attack, whom they suspected was the Janissary captain, Tarik Barleti.

Tailing Tarik, Ezio soon found out that the man had dealings with Manuel Palaiologos, the former heir of the Byzantine throne; with this knowledge, Suleiman requested that Ezio assassinate Tarik. However, in his dying moment, Tarik revealed that his forces were to ambush Manuel after gaining his favor. Before dying, Tarik entrusted Ezio to continue his plan, and set sail for Cappadocia.

In between his tasks for Suleiman, Ezio continually searched for the books with Sofia's help, all the while gaining her favor and assisting her with some errands. Ezio grew fond of Sofia's company, but he could not reveal his affiliations or occupation to her, for he feared that it would endanger her. She and Ezio eventually had to part ways for the time being, as Sofia sailed for Adrianopoli; before leaving, Ezio left Sofia to Yusuf's care during his absence. With each book, he was able to retrieve one of the keys from one of the many secret locations, and with each one, he was able to relive some key moments of Altair's life.

The first key showed his heroic efforts in 1190, where Altaïr saved Masyaf from an attack by the traitor Haras. The second key detailed his Mentor Rashid ad-Din Sinan's pyre and Abbas Sofian's failed rebellion through utilizing an Apple of Eden, which Altaïr later retrieved. The third memory detailed Altaïr's fall from power in 1228; after defeating Genghis Khan's army with his son Darim and wife Maria, Altaïr found out that Abbas had usurped command from Altaïr's appointed proxy Malik Al-Sayf, and that his son Sef was murdered by Swami, Abbas' right-hand man.

Altaïr confronted Abbas and his loyalists, but was overcome with rage and used the Apple for revenge, which ultimately caused the death of both Swami and Maria. In the wake of this incident, Altaïr left Masyaf with Darim before Abbas could apprehend them. The fourth key showed Altaïr's return to power in 1247, with the help of several Assassins who grew tired of Abbas' rule; he achieved this through Abbas' death at his hands, where Altaïr used his newly crafted Hidden Gun.

All the while reliving Ezio's last memories, Desmond had several encounters with Clay in the Animus Island, also overhearing conversations between his father, Rebecca, and Shaun. Desmond also relived his own memories in a very different simulation, wherein he reached the core of the Animus. There, a recollection of his life was told; Desmond grew up in a small community called "The Farm," but

soon fled due to his parents' strict rule. There he drifted from place to place, eventually settling in New York, and found a job as a bartender at a venue named Bad Weather. His recollection lasted up until his capture by Abstergo, and his time in their facility.

Returning to Ezio, the Assassin arrived at Cappadocia by March 1512 with Piri Reis, after destroying Constantinople's Great Chain. There, he met with Tarik's informant Dilara at the city of Derinkuyu. Dilara was eventually captured after she and Ezio parted ways, and was being held by Shahkulu, Palaiologos' partner. With haste, Ezio rescued Dilara, though she departed to save what was left of her men from Shahkulu. In the city, they learned that Shahkulu planned to beat one of Dilara's men, Janos, to death; Ezio stopped the public beating and killed Shahkulu after a tough fight. Afterwards, Ezio planned to burn the fake artillery given to Manuel by Tarik, which will cause the artillery's authentic gunpowder to explode.

Ezio was successful in infiltrating the city's armory, and managed to cause an explosion that ensued enough chaos to draw out Manuel Palaiologos. The Assassin then managed to corner Manuel after a long chase, and killed him before he could escape by the city's inner harbor. As a result, Ezio managed to obtain the last key from Manuel. Just then, Ezio saw Prince Ahmet – uncle of Suleiman and whom Ezio had encountered on several occasions – on a ship with the Byzantines. Ahmet revealed his true role as the Byzantine Templars' leader. There,

he threatened Ezio into handing over the key, and after the Assassin's refusal, Ahmet threatened to hold Sofia Sartor captive. Despite Ezio's warnings, Ahmet went ahead and set sail back to Constantinople. Hurriedly, Ezio escaped the burning city and made his way back to his boat, and on the way back, he relived the fifth key's memory of Altaïr's life.

The fifth key revealed Altaïr's twilight years in 1257; Niccolò and Maffeo Polo were preparing to leave for Constantinople, to establish a guild, after their stay in Masyaf. At the time, the invading Mongols drew near the city. Altaïr gave the brothers his Codex as a parting gift, and escorted them out of the city with Darim, defeating any Mongol who drew near by using his Apple of Eden. As the brothers left on their horses, Altaïr gave him the keys, which he asked to be hidden from others, so that the one who was meant to know the message could seek it out.

Ezio later returned to Constantinople, hurriedly making his way to Sofia's book shop. There, he found a platoon of Assassins dead, as well as Yusuf, who had a message for Ezio attached to his corpse via a dagger to the back. Filled with rage at the slaughter, Ezio made his way to the Harbor of Theodosius and stormed the area with the guild's many apprentices. There he found Ahmet, and threatened him for Sofia's location. However, he only agreed to release her on the condition that Ezio meet him by the Galata Tower with all of the

Masyaf keys. As Ahmet left, Suleiman revealed himself to Ezio, who asked him to stop his uncle's ambitions, without killing him if possible.

Ezio later met with Ahmet after appointing a new leader for the Turkish guild. During the meeting, Ahmet had one of his men hold Sofia by the edge of the Galata Tower. Pressured into a decision, Ezio gave the keys to Ahmet and went to Sofia's rescue. However, the woman was only a decoy, and the real Sofia was about to be hanged somewhere else. Ezio hurriedly made his way to her, managing to save her in time. As Sofia recovered, Ezio watched as Ahmet's carriage left the city, before he spurred himself and Sofia onto one of their own to give chase. Fortunately, Ezio managed to catch up to Ahmet by the city's countryside, eventually causing his carriage to fall, along with Ahmet and himself. As they fought while falling, Ezio utilized his parachute to save himself and Ahmet, managing to land safely. The Assassin then retrieved the keys while contemplating what to do with Ahmet.

As he did however, Ahmet's brother – Selim I – arrived with a platoon of Ottoman guards and Janissaries. Surprised, Ahmet ordered the troops to stand down in the name of the sultan, Bayezid II, though unbeknownst to him, Selim had been named the new Sultan of the Ottoman Empire; Selim then murdered his brother by pushing him off of a nearby cliff. Meeting with Ezio, Selim went on to threaten that Ezio be killed if he returned to Constantinople, sparing him only due to

Suleiman's good word. As tensions grew between the two men, Ezio's rage was only quelled by Sofia, and as Selim left, so too did Ezio and Sofia, heading for Masyaf.

After returning to Animus Island one last time, Desmond became witness to the Animus' scheduled deletion, seeing everything dissolve in front of him. Clay, knowing full well what was going on, embraced Desmond one last time and then pushed him back into the digital portal, saving him from being deleted by sacrificing himself. Desmond hesitantly left Clay and the Island, and relived the last of Ezio's memories.

Ezio and Sofia arrived at Masyaf, with Ezio explaining the history of the Assassins and its creed along the way. There, Ezio reflected upon his life and decided to retire after learning the contents of the library, to spend the rest of his time with Sofia. Arriving at the library's door, Ezio utilized the five keys and managed to solve the puzzle etched into it, before he made his way inside and soon found the library; void of books, except for the seated remains of Altaïr. His corpse held one last key, where his last major memory was imprinted.

By the end of 1257, Altaïr had emptied the fortress and had all of his Assassins dispersed. Meeting with Darim one last time, Altaïr ordered him to leave so that the fortress would be empty when the Mongols returned, him staying within the library along with the Apple. Embracing his son one last time, Altaïr locked himself in the library,

and then placed the Apple on a pedestal. The Assassin then sat on one of the chairs, holding his last key and imprinted his memory before dying at the age of 92.

After reliving Altaïr's final memory, Ezio went to inspect the Mentor's Apple of Eden by the pedestal, though he decided it best for the Piece of Eden to stay where it was, before finally laying down his arms as a sign of his retirement. There, the Apple activated, as Ezio called out to admit and accept his existence as a conduit for a message not meant for him, asking himself to make the bloodshed in his life mean something. Not for a long while, Ezio triggered the Synchronicity Nexus.

Within the Nexus, Ezio met Jupiter. There, the ultimate fate of the First Civilization was revealed: their people had several temples built to study ways on how to save themselves from the coming of a great calamity about to occur. Each temple tried different methods in stopping the event, and had their data subsequently transmitted to the Grand Temple. Despite their efforts, their methods proved to be ineffective, which eventually caused the downfall of their civilization, bringing them to near extinction, as well as humanity. Synopsis taken from www.assassincreed.wikia.com/revelation

5. Writing

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. <https://www.englishclub.com/writing/what.htm>

Writing as the productive skill is considered more difficult than another productive skill. Knapp and Watkins (2005: 15) state that although speaking and writing are both form of communication that use language as the medium, they are actually slightly different.

Speaking is first and foremost a time-based medium. Speaking is interaction between people, in time, where they can exchange information and be able to ask for clarification. Writing, on the other hand, is a language in spatial medium. Writing takes language out of the constraints and immediacy of time and arranges it hierarchically.

Boardman and Frydenberg (2002:11) define writing as a continuous process of thinking and organizing rethinking, and recognizing. Next, Brown (1994: 325) states that written product are often the result of thinking, drafting, and revising procedures that require specialized skills, skill that not every speakers develops naturally. The upshot of the compositional nature of writing pedagogy that focuses students on how generate ideas, how to organize them coherently, how to use discourse markers and

rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

The researcher then concludes that writing is the process of transferring thought via written context.

6. Teaching Writing

When talking about teaching, first we need to overlook toward the reality in the common teaching-learning process of writing. According to Harmer (2007:11) teacher accustomed to only focus on the product of writing, meanwhile the process of writing something should not be put aside. Understanding the process in writing, generate student ability in thought processing. Accordingly, students not only know his ability in using grammar related items but also the ability to process the proper writing sequence.

Nunan(2003) propose four principle in teaching writing;

- a. Understanding students need for writing.
- b. Making arrangement for students to write.
- c. Providing constructive and meaningful feedback.
- d. Explaining to students how their writing will be evaluated

7. Analytical Construct

This study focuses on the occurrence of idioms in Assassin's Creed original novel. To classify the type of the idiom, the researcher uses Siedl and McMordie's (2003:14-240) classification. The theory used because the book also presents as an idiom and phrasal verb dictionary and it helps researcher in the analysis process.

This study too focuses on describing the idiomatic expression translation strategies used in English into Indonesian translation. The strategies uses Baker (2006:72-77) which has four strategies in translating idiom which are; translation by using idiom of similar meaning and form, translation by using idiom of similar meaning but dissimilar form, translation by paraphrase, and translation by omission.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, object of the study, place and time of the research, population and sample, sampling technique, research instrument, data collection, object of the study, and data analysis.

A. Type of Research

According to Arikunto (2010: 203), research method is a way used by the researcher in collecting data. To conduct this study, the researcher used descriptive qualitative research method.

Bogdan and Biklen in Sugiyono (2011: 13) state that characteristics of qualitative research are as follows:

1. Qualitative research has the natural setting as a direct source and data and researcher is the key instrument.
2. Qualitative research is descriptive. The data collected is in the form of words and of pictures rather than number.
3. Qualitative research is concerned with process rather than simply with outcomes or products.
4. Qualitative researches tend to analyze their data inductively.
5. "Meaning" is essential for the qualitative approach.

The writer uses this type of research because the data produced are in the form of words. Qualitative research issued to understand phenomena rather than breaking it down into variables. It is type of research which does not use any calculation or numbering. The goal of qualitative research is a depth of understanding. Furthermore, this research was categorized as qualitative research since the data were taken from words, phrases, clauses, and sentences then, the sentences were analyzed descriptively and explained in detail.

B. Data and Source of Data

According Arikunto (2010:172), source of data on the research is subject from where the data can be gained. While if the researcher uses observation technique, so the source of data can be goods, activity, or a process of something. Moreover, if the researcher uses documents, the source of data is documentation. The source of the data is original Assassin's Creed Revelation novel by Oliver Bowden published by Penguin Book and the Indonesian Translation with the same title by Ufuk Fiction. The data used in this research in the form of words data.

C. Research Instrument

Research instrument has an important role to obtain the result of the research. It is a set of method which is used to collect the data. Sugiyono (2011: 223) states that in qualitative research the researcher is the key instrument for data collection and analyzing the data and makes the conclusion. Therefore, the main

instrument in analyzing the data in this study is the researcher himself. The researcher is the instrument himself.

D. Technique of Collecting Data

The research applied several steps in order to collect the data. Those steps were;

1. The researcher bought both Original and Indonesian version of Assassin's Creed Revelation novel.
2. The researcher read the original novel while marking the idiomatic expression he found.

E. Technique of Coding the Data

In order to make the analysis simplify, the researcher use two kind of code in order to outline the main data which are idiomatic expression type and translation strategy type, the code are as listed below;

1. The code of page and line

The researcher put page and line code in order to indicate the location of the utterance / text in the novel.

Example: **P55-L32**

Meaning: **P** means "page" and **L** means "line", if the reader want to look out this excerpt in the novel, he or she has to open page 55 and line 32 of the book.

2. Type of Idiom based on Siegl and McMordie (1997;41-240)
 - a. Idiom with noun and adjective, code: **(IN)**
 - b. Idiomatic pairs,m code: **(IP)**
 - c. Idiom with preposition, code: **(IPrep)**
 - d. Phrasal Verb, code: **(PV)**
 - e. Idiom with comparison, code: **(IP)**
3. Type of translation strategies of idiomatic expression
 - a. Translation using idiom with similar meaning and form **(SF)**
 - b. Translation using similar meaning but dissimilar form **(DF)**
 - c. Paraphrase **(PP)**
 - d. Omission **(OM)**
4. In the chapter VI section discussion, the researcher used special code to indicate the type of idiom and its translation strategies.

Example: **PV PP**

Meaning: The idiom type of the excerpt that will be discussed is **Phrasal Verb** and the translation strategy is **Paraphrase**.

F. Technique of Analyzing the Data

To make the data understandable and interpretable, the researcher required to use a strategy to analyze the data. The data collected in this research analyzed using several steps that were;

1. Gathering the idiom into the raw data sheet
2. Observing the raw data sheet

3. Giving the data collected coding
4. Tabulate the data and determine the percentage of each data by using formula;

$$P = \frac{x}{n} \times 100\%$$

Where:

P = the percentage of idiom type and or translation strategies

x = the number of idiom type and or translation strategies found

n = the total number of idiom type and or translation strategies found

Example:

$$\begin{aligned} P &= \frac{x}{n} \times 100\% \\ &= \frac{5}{50} \times 100\% \\ &= 10\% \end{aligned}$$

5. Analyzing and interpreting the data collected
6. Describing and discussing the data
7. Drawing a conclusion based on the data analysis

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to discuss about the results or the findings of the research. For the first, the researcher presents research finding and the second is discussion.

A. Research Finding

In his study, the researcher took data from the novel entitled “Assassin’s Creed Revelation” by Oliver Bowden. The data taken are in form of idiomatic expression type and the translation strategy of idiomatic expression type. To determine the percentage of the idiomatic expression and translation strategies found, the researcher used this formula;

$$P = \frac{x}{n} \times 100\%$$

Where:

P = the percentage of idiom type and or translation strategies

x = the number of idiom type and or translation strategies found

n = the total number of idiom type and or translation strategies found

Example:

$$\begin{aligned} P &= \frac{x}{n} \times 100\% \\ &= \frac{5}{50} \times 100\% \\ &= 10\% \end{aligned}$$

Then the researcher tabulates the findings of the analysis process into a table as explained in the following explanation. There are two tables, the first one is the table showing the idiomatic expression occurrence in the novel and the latter is the translation strategies found in the novel.

Tabel 2.
Type of idioms found on the novel

No	Type Idiom	Frequency (unit)	Percentage (%)
1	Idiom with noun and adjective (IN)	11	16
2	Idiomatic pairs (IP)	2	3
3	Idiom with preposition (IPrep)	3	5
4	Phrasal verb (PV)	21	31
5	Verbal idiom (VI)	28	42
6	Idiom with comparison (Comp)	2	3
Total		67	100

From the data above it can be concluded there are 6 of 7 type of idiomatic expression based on Siegl and McMordie that researcher found in the novel Assassin's Creed Revelation. The data also indicate that the most dominant idiomatic expression type used by the author in Assassin's Creed novel is both phrasal verb and verbal idiom which share same percentage.

There are idiom with noun and adjective (16%), the idiomatic pairs (3%) the phrasal verb in (31%) and verbal idiom (42%) and the the idiom with comparison only share (3%).

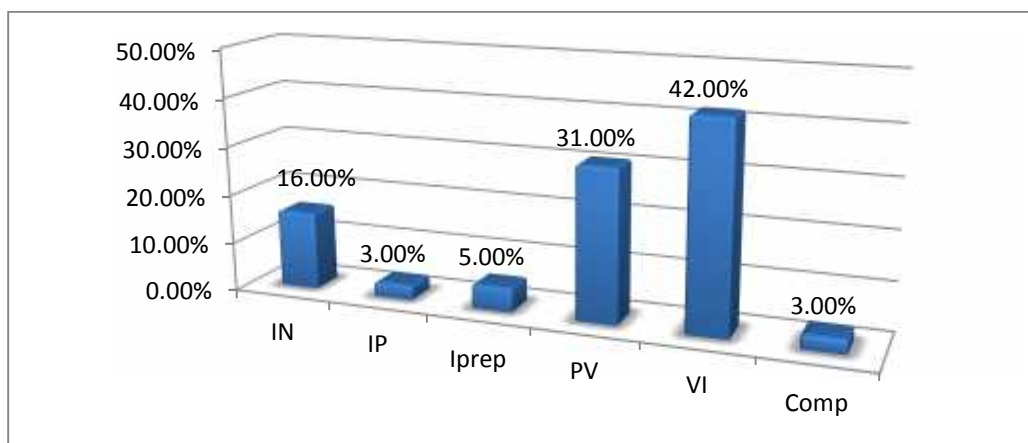


Figure 4 **The use of idiomatic expression in the novel**

Table 3

Type of translation strategy based Baker (2006) found in the novel

No	Translation Strategy	Frequency (unit)	Percentage (%)
1	Using idiom similar meaning and form (SF)	6	9
2	Using dissimilar form but similar meaning (DF)	8	12
3	Paraphrase (PP)	48	72
4	Omission (OM)	5	7
Total		67	100

The data above show the occurrence of translation strategies of idiomatic expression. The strategy based on Baker classification that is strategy using idiom with similar meaning and form, strategy involving idiom with dissimilar form but the same meaning, strategy by paraphrasing the idiom and the last is by reducing or removing the idiom in the translation process called omission.

Each strategy has difference occurrence rate and as it shown in the table the similar meaning and form idiom strategy occurred 6 times in the novel translation, and that is 9% of all strategy found. The similar meaning but dissimilar form strategy occurred 8 times and took 12%. Paraphrasing strategy has the dominant with 48 strategy found and took 72%. The last, omission occurred 5 times and took 7% of the share.

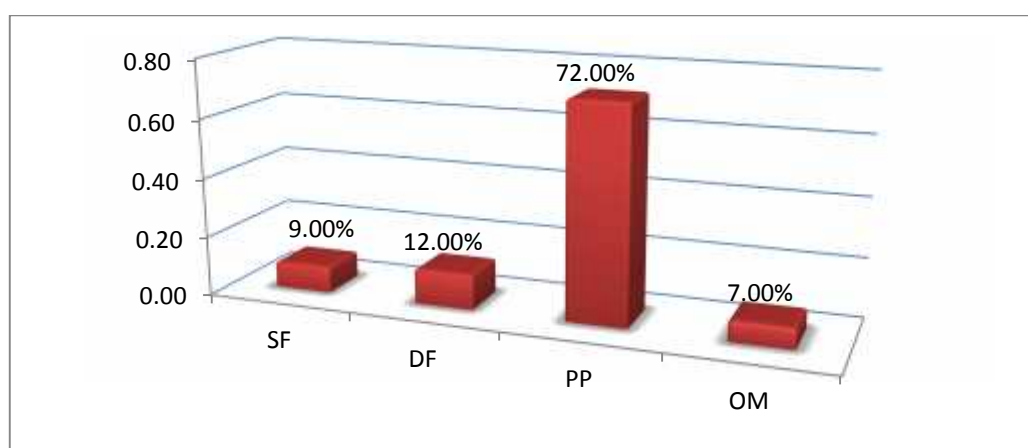


Figure. 6 The use of translation strategies I the novel

B. Discussion

In this part, the researcher explains about discussion of the findings of the research. Discussion is an important part of the research. Here, the researcher provides the data of the research that have been analyzed based on the theory that have been provided in the previous chapter. This part consists of two sub-parts, the first is Translation Strategies Found in Oliver Bowden's *Assassin's Creed* novel and its Indonesian translation, and the second is the application of translation strategies in teaching writing for High School students.

1. The Analysis of Translation Strategies of Idiomatic Expression as stated by Baker (2006) found in Assassin's Creed Novel and Its Indonesian translation.

- a. Excerpt 1 (**PV** **DF**)

SL	The old manuscript tailed off there, the rest lost , and, indeed, the parchment was so brittle with age that its edges crumbled as he touched it .	P13-L1
TL	Naskahtuaitu terhenti di situ, sisanyahilang, dan memang perkamen itu suda hsangat rapuh sehingga pinggirannya rontok ketika disentuh.	P27-L22

As seen above, the idiomatic expression is tailed off, it then translated into terhenti. It can be assumed that the translation strategy used is by using idiom with same meaning and dissimilar form. This proven by the analysis below;

Tailed off is made from V + preposition which then make it became phrasal verb. The meaning of this expression terhenti is different from its literal meaning moreover if the expression given word to word translation, the meaning will be vague. In the McGraw-Hills dictionary of American Idioms, tail off means to dwindle for nothing or simply said stop. And the meaning of the English idiom and the Indonesian translation is the similar.

Terhenti in Indonesian belong to idiom that forms after affixation. The structure of the word is “ter- + henti” and has different form than the English idiom. The translator use Indonesian in translating the English idiom, the translation strategy is **strategy using idiom with similar meaning but dissimilar form.**

b. Excerpt 2 (PV DF)

SL	“Time you go a move on , Ezio! None of us is getting any younger. ”	P14-L6
TL	Sudah waktunya kau bergerak , Ezio! Tidak ada orang yang bertambah muda.	P29-L11

As seen above, the idiomatic expression is move on off, it then translated into bergerak. It can be assumed that the translation strategy used is by using **idiom with same meaning and dissimilar form.** This proven by the analysis below;

- 1) Both SL and TL in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of each idioms is different,

c. Excerpt 3

SL	Piri Reis was a great captain among the Ottomans, and had once been a pirate himself, so his men would know how to handle them if fear of Piri's name alone didn't keep them at bay	P16-L6
TL	Piri Reis adalah kapten yang hebat di kalangan Ottoman, bahkan dulu dia sendiri seorang bajak laut, maka krunya pasti tahu cara mengatasi mereka, kalau nama Piri sendiri tidak membuat mereka takut dan menjaga jarak .	P36-L6

As seen above, the idiomatic expression is move on, it then translated into menjaga jarak. It can be assumed that the translation strategy used is by **using idiom with same meaning and dissimilar form**. This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

d. Excerpt 4 (PV PP)

SL	In the town, the following morning, he went to an armorer and bought a well-tempered scimitar, beating the man down to one hundred soldi.	P16-L47
TL	Di kota pada keesokan paginya , dia pergi ke pandai besi dan membeli sebilah pedang schimitar yang ditempa denganbaik, menawar hingga 100 soldi	P38-L15

As seen above, the idiomatic expression is beating the man down, it then translated into menawar. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

e. Excerpt 5 (PV PP)

SL	“Fill, quickly, and put out the flames before they spread,” he yelled.	P14-L6
TL	Isi ember dengan cepat dan padamkan api sebelum menyebar! Seru Ezio. Kapal akan hancur jika kebakaran terjadi.	P40-L16

As seen above, the idiomatic expression is put out, it then translated into padamkan. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

f. Excerpt 6 (PV PP)

SL	It was a calculated risk, but it paid off	P17-L15
TL	Resikonya sepadan dengan hasilnya.	P50-L19

As seen above, the idiomatic expression is paid off, it then translated into sepadan. It can be assumed that the

translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

g. Excerpt 7 (**PV PP**)

SL	Something was prompting him though he could not put his finger on what it was	P17-L54
TL	Sesuatu mengganjal pikirannya, walaupun dia tidak tahu apa itu.	P50-L19

As seen above, the idiomatic expression is paid off, it then translated into tidak tahu apa itu. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

h. Excerpt 8 (VI PP)

SL	That cut no ice at all with the governor there	P22-L5
TL	Itu tidak berpengaruh bagi gubernur di sini.	P52-L7

As seen above, the idiomatic expression is cut no ice, it then translated into tidak berpengaruh. It can be assumed that the translation strategy used is **paraphrase**.

This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

i. Excerpt 9 (PV SF)

SL	“I’ll finish you off once we’ve seen to them,” the man added.	P23-L37
TL	“Aku habisi kau begitu kita mengurus mereka,” imbuh pria itu.	P55-L27

As seen above, the idiomatic expression is finish you off, it then translated into habisi kau. It can be assumed that the translation strategy used is by using **idiom with similar meaning and similar form**. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expression have the same idiomatic form.

j. Excerpt 10 (VI PP)

SL	If I'd left you, they'd have come for you, you wouldn't have lasted the night	P24-L48
TL	Kalau aku meninggalkanmu, mereka pasti akan membawamu, kau tidak akan selamat.	P61-L2

As seen above, the idiomatic expression is last the night, it then translated into selamat. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

k. Excerpt 11 (IP PP)

SL	I have been in Acre a week now, safe and sound , but prepared for the worst	p26l26
TL	Aku sudah satu minggu di Acre, aman dan bersemangat , tapi bersiap menghadapi keadaan terburuk.	P64-L14

As seen above, the idiomatic expression is safe and sound, it then translated into aman dan bersemangat. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

l. Excerpt 12 (VI PP)

SL	“To come all this way for a glimpse inside Altair’s castle. It shows heart. ”	P24-L48
TL	Berjalan sejauh ini hanya untuk mengintip kastel Altair, itu menunjuk kan kekuatan hatimu.	P83-L16

As seen above, the idiomatic expression it shows heart, it then translated into menunjukkan kekuatan hatimu.

It can be assumed that the translation strategy used is by **using idiom with same meaning and dissimilar form.**

This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

m. Excerpt 13 (**PV PP**)

SL	Did the man really think he was giving in ?	P24-L48
TL	Pria itu benar-benar mengira dia menyerah ?	P74-L10

As seen above, the idiomatic expression is giving in, it then translated into menyerah. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

n. Excerpt 14

SL	Very carefully, trying to keep the keys from jangling—for the slightest sound, hich might awaken the men, could spell his doom	P24-L48
TL	Suara sedikit saja bisa membangunkan para penjaga dan membuatnya tertimpa bencana	P9-L9

As seen above, the idiomatic expression is finish spell his doom, it then translated into tertimpabencana. It can be assumed that the translation strategy used is by using idiom with similar meaning and similar form. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expression have the same idiomatic form.

o. Excerpt 15

SL	The Templars would not have given up on him yet, and they would be fired up with hatred—his escape, when they had him in the very grip of death, would have left them howling forvengeance.	P24-L48
TL	Para templar pasti belum menyerah mencarinya, dan mereka pasti terbakar kebencian. Bahwa Ezio kabur ketika mereka membuatnya	P97-L1

	dicengkeram kematian pasti membuat mereka melolong ingin membalas perbuatannya.	
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As seen above, the idiomatic expression is given up, it then translated into menyerah. It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

p. Excerpt 16 (**PV PP**)

SL	The Templars would not have given up on him yet, and they would be fired up with hatred—his escape, when they had him in the very grip of death, would have left them howling for vengeance.	P24-L48
TL	Para templar pasti belum menyerah mencarinya, dan mereka pasti terbakar kebencian. Bahwa Ezio kabur ketika mereka membuatnya dicengkeram kematian pasti membuat mereka melolong ingin membalas	P97-L1

	perbuatannya.	
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As seen above, the idiomatic expression is fired up, it then translated into terbakar kebencian. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

q. Excerpt 17 (**Comp PP**)

SL	Ezio thought that smile was more killing than any crossbow bolt	P24-L48
TL	Menurut Ezio, senyum itu lebih mematikan daripada anak panah mana pun.	P132-L2

As seen above, the idiomatic expression is smile was more killing than crossbow bolt, it then translated into lebih mematikan daripada anak panah mana pun.. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic

- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

r. Excerpt 18 (IN OM)

SL	I knew you would not be a man to take anything at its face value	P24-L48
TL	Aku tahu kau tidak akan langsung mempercayai apa pun.	P134-L4-

As seen above, the idiomatic expression is face value, it then disappear from the Indonesian translation text. It can be assumed that the translation strategy used is by omission. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is disappear from the text.

s. Excerpt 19 (VI SF)

SL	The Brotherhood here is impatient to meet the man who put the Borgia out to grass! ” He laughed	P24-L48
TL	Persaudaraan di ini tidak sabar ingin bertemu orang yang menendang Borgia dari kekuasaannya! Dia tertawa.	P137-L7

As seen above, the idiomatic expression is put Borgia out to grass, it then translated into menendang Borgia darikekuasaannya. It can be assumed that the translation strategy used is by using **idiom with similar meaning and similar form**. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expression have the same idiomatic form.

t. Excerpt 20(VI SF)

SL	When the sultan coughs, the princes draw their swords.	P24-L48
TL	Ketika Sultan batuk, para pangeran menghunakan pedang untuk berebut tahta.	P136-L16

As seen above, the idiomatic expression draw their sword, it then translated into menghunakan pedang. It can be assumed that the translation strategy used is by using idiom with similar meaning and similar form. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expression have the same idiomatic form.

u. Excerpt 21 (IN PP)

SL	My heart bleed for him.	p55-L132
TL	Aku turut prihatin.	P142-L4

As seen above, the idiomatic expression is my heart bleed fot him bolt, it then translated into **turut prihatin**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

v. Excerpt 22 (VI PP)

SL	Yusuf joined him by the two bodies. “You didn’t even break a sweat, ” Yusuf said, chuckling	p60l28
TL	Yusuf bergabung dengan Ezio di dekat dua mayat. “Kau bahkan tidak berkeringat. Kata Yusuf sambil Terkekeh.	P161-L23

As seen above, the idiomatic expression is **break a sweat**, it then translated into **tidak berkeringat** manapun.. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

w. Excerpt 23 (IN PP)

SL	Elsewhere, fierce fighting was simmering down as Yusuf's brigade got the better of the Templars, who finally fled, cursing, into the depths of the city to the north	P24-L48
TL	Di tempat lain, pertempuran sengit mereda ketika pasukan Yusuf mengungguli para Templar yang akhirnya kabur ke bagian utara kota sambil memaki	P166-L20

As seen above, the idiomatic expression is **get the better of**, it then translated into **mengungguli**.. It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

x. Excerpt 24 (VI PP)

SL	It's a constant battle to keep them at bay ; they like nothing better than to rub our noses in every victory they enjoy	P63-L13
TL	Ini adalah pertarungan tanpa henti untuk menghalau mereka , mereka selalu senang memamerkan kemenangan mereka kepada kami.	P169-L8

As seen above, the idiomatic expression is **keep them at bay**, it then translated into **menghalau mereka**.. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

y. Excerpt 25 (Comp PP)

SL	You're as good as dead , Assassin	P24-L48
TL	Kau sudah mati , assassin.	P175-L13

As seen above, the idiomatic expression is **as good as dead**, it then translated into **sudah mati**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

z. Excerpt 26 (IN PP)

SL	And he knows Istanbul— Kostantiniyye—like the back of his hand .”	P24-L48
TL	Dan dia tahu Istanbul- Konstantiniyye-seperti halaman rumahnya sendiri .	P177-L10

As seen above, the idiomatic expression is **the back of his hand**, it then translated into **halaman rumahnya sendiri**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

aa. Excerpt 27 (VI PP)

SL	“You may find more than you bargain for there. ”	P24-L48
TL	Mungkin temuanmu melebihi dugaanmu.	P183-L12

As seen above, the idiomatic expression is **more than you bargain for there.**”, it then translated into **melebihi dugaanmu**. It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

bb. Excerpt 28 (VI PP)

SL	It gives us an edge.”	P24-L48
TL	Ini memberi kita keunggulan .	P184-L17

As seen above, the idiomatic expression is **It gives us an edge.”** it then translated into **keunggulan**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

cc. Excerpt 29 (VI SF)

SL	“And the Templars know this? So it’s a race against time .”	P24-L48
TL	Templar tahuten tang ini? Berarti kita berpacu dengan waktu .	P182-L190

As seen above, the idiomatic expression is a **race against time**, it then translated into **berpacu dengan waktu**. It can be assumed that the translation strategy used is by using idiom with similar meaning and similar form. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expression have the same idiomatic form.

dd. Excerpt 30 (VI PP)

SL	You think you're paid to sit around on your arses all day?"	P24-L48
TL	Kalian kira kalian dibayar untuk duduk-duduk saja seharian!	P195-L12

As seen above, the idiomatic expression is **sit around on your arses all day?"**, it then translated into **duduk-duduk saja**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ee. Excerpt 31 (IN PP)

SL	“ In your dreams. ”	P24-L48
TL	Kau berkhayal.	P197-L10

As seen above, the idiomatic expression is **In your dreams**”, it then translated into **berkhayal.** It can be assumed that the translation strategy used is **paraphrase.** This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ff. Excerpt 32 (VI PP)

SL	“Same foolhardiness,” growled Abbas angrily. “ You don’t stand a chance! ”	P24-L48
TL	Mustahil kamu berhasil;	P203-L14

As seen above, the idiomatic expression **you don’t stand a chance**”, it then translated into **mustakhil kamu berhasill.** It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic

- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

gg. Excerpt 33 (IN PP)

SL	They may be deliberate red herrings	P24-L48
TL	Mungkin itu buku-buku tipuan.	P212-L19

As seen above, the idiomatic expression **red herring**”, it then translated into **tipuan**.. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

hh. Excerpt 34 (PV OM)

SL	The sword was good. Better for this job than the light scimitar at his side, acquired on his journey. And the hidden-blades for close work. They had never let him down. More men were streaming down from the castle. How many would it	P24-L48
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	take to overpower this lone man?	
TL	Pedangnya bagus, untuk jarak dekat pedang ini lebih baik daripada bilah tersembunyinya atau pedang schimitar yang ia peroleh dalam perjalanan. Berapa banyak orang yang diperlukan untuk mengalahkan satu pria ini?	P13-L21

As seen above, the idiomatic expression is **they had never let him down**, it then disappear from the Indonesian translation text. It can be assumed that the translation strategy used is by **omission**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is disappeared from the text.

ii. Excerpt 35 (VI PP)

SL	The Assassins spread out below gradually pulled themselves together and got to their feet.	P24-L48
TL	Para assassin yang tersebar di tengah perlahan menjadi tenang dan beranjak	P254-L18

As seen above, the idiomatic expression **pulled themselves together**", it then translated into **menjadi tenang**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

jj. Excerpt 36 (VI PP)

SL	“You drive a hard bargain, stranger!”	P24-L48
TL	Kau menawar terlalu murah, orang asing!	P257-L23

As seen above, the idiomatic expression **You drive a hard bargain**”, it then translated into **Kau menawar terlalu murah**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

kk. Excerpt 37 (PV DF)

SL	But at length his patience paid off , and the men he was following arrived at a crossroads in the lanes which broadened out into a little square with a coffee shop on each corner.	P24-L48
TL	Tapi akhirnya kesabaran Ezio terbayar	P258-L10

As seen above, the idiomatic expression is **paid off**, it then translated into **terbayar**. It can be assumed that the

translation strategy used is by using **idiom with same meaning and dissimilar form**. This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

ll. Excerpt 38

SL	“Hold your tongue, parasite!” growled the sergeant.	P24-L48
TL	Jaga mulutmu dasar parasit! Geram sersan itu.	P265-L20

As seen above, the idiomatic expression is a **Hold your tongue**, it then translated into **Jaga mulutmu**. It can be assumed that the translation strategy used is by using idiom with similar meaning and similar form. This proven by the analysis below;

- 1) Both expression are idiomatic expression
- 2) Both expressions share the similar meaning.
- 3) Both expressions have the same idiomatic form.

mm. Excerpt 39 (**PV PP**)

SL	“It makes me sick to see the kind of abuse they hand out, ” Ezio continued.	P24-L48
TL	Aku muak melihat penindasan	P267-L19

	yang mereka lakukan , Ezio melanjutkan.	
--	--	--

As seen above, the idiomatic expression **hand out**", it then translated into **lakukan**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

nn. Excerpt 40 (IN PP)

SL	let's try the Bayezid first. The Topkapi will be a dead end .	P24-L48
TL	Mari kita coba Bayezid dulu. Di topkapi sudah buntu .	P275-L15

As seen above, the idiomatic expression **dead end**", it then translated into **buntu**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

oo. Excerpt 41 (VI OM)

SL	Ezio was still suspicious that there might be more behind this painting theft than meet the eye	P24-L48
TL	Ezio masih curiga mungkin ada alasan lain di balik pencurian lukisan itu.	P276-L20

As seen above, the idiomatic expression is **meet the eye**, it then disappear from the Indonesian translation text. It can be assumed that the translation strategy used is by **omission**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is disappeared from the text.

pp. Excerpt 42

SL	Flabberglasted, the gallery owner bowed him out of the shop.	P24-L48
TL	Terperangah, si pemilik galeri membungkuk mempersilakannya keluar dari toko, (paraphrase/p281124)	P281-L24

As seen above, the idiomatic expression **bowed him out**”, it then translated into **membungkuk mempersilakannya keluar** It can be assumed that the

translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

qq. Excerpt 43 (IP PP)

SL	cautiously, looking up and down the street for any sign of either Ottoman guards or Janissaries	P24-L48
TL	Dengan hati-hati, sesudah melihat kekiri dan kanan jalan seumpama ada tanda kehadiran petugas ottoman atau anisari.	P285-L6

As seen above, the idiomatic expression **looking up and down**”, it then translated into **melihat kekiri dan kekanan** It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

rr. Excerpt 44 (VI PP)

SL	Abbas has taken this place apart and robbed it of all joy	P24-L48
TL	Abbas telah merusak tempat ini dan merenggut segala kebahagiaan yang ada.	P292-L21

As seen above, the idiomatic expression **taking this place apart**, it then translated into **merusak tempat ini**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ss. Excerpt 45 (VI PP)

SL	a ball of ice grew in his heart as he bent over her, his face so close to her that they seemed like lovers about to kiss	P24-L48
TL	Sebuah bola es tumbuh dalam	P298-L23

	<p>hatinya. Dia membungkuk di atas wajah sang istri, wajahnya sangat dekat kepada wajah Maria sehingga mereka terlihat seperti hendak berciuman.</p>	
--	---	--

As seen above, the idiomatic expression **a ball of ice grew in his heart**, it then translated into **sebuah bola es tumbuh dalam hatinya**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

tt. Excerpt 46

SL	Abbas must not get his hand on it	P24-L48
TL	Abbas tidak boleh mendapatkannya.	P301-L4

As seen above, the idiomatic expression **get his hand on it**, it then translated into **mendapatkannya**. It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic

- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

uu. Excerpt 47 (IN PP)

SL	That is a sad sound in my ears	P24-L48
TL	Aku sedih mendengarnya.	P306-L19

As seen above, the idiomatic expression is **sad sound in my ears**, it then disappear from the Indonesian translation text. It can be assumed that the translation strategy used is by **omission**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is disappeared from the text.

vv. Excerpt 48 (IPrep PP)

SL	What he did not convince him that he was out in the woods at all	P24-L48
TL	Hal yang didengarnya tidak meyakinkannya bahwa ia sudah terlepas dari bahaya sama sekali.	P321-L24

As seen above, the idiomatic expression **out in the woods**, it then translated into **terlepas dari bahaya**. It can

be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ww. Excerpt 49 (IN PP)

SL	Ezio shook his head, it's not my call , unfortunately.	P24-L48
TL	Ezio menggeleng, bukan aku yang memilih sayangnya,	P327-L11

As seen above, the idiomatic expression **not my call** **woods**, it then translated into **bukan aku yang memilih**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

xx. Excerpt 50

SL	Tazim is more bark than bite	P24-L48
TL	Tazim lebih sering menggonggong daripada menggigit.	P344-L3

As seen above, the idiomatic expression **more bark than bite**, it then translated into **lebih sering menggonggong daripada menggigit**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

yy. Excerpt 51 (**PV PP**)

SL	You pathetic miser! Stand down or die!	P24-L48
TL	Dasarmenyedihkan, mundur atau mati.	P349-L25

As seen above, the idiomatic expression **stand down**, it then translated into **mundur**. It can be assumed

that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

zz. Excerpt 52 (VI PP)

SL	Spill no more blood if you can help it	P24-L48
TL	Jangan tumpahkan darah lagi, kalau kamu bias menghindarinya paraphrase/ p350l8)	P350-L8

As seen above, the idiomatic expression **spill no more blood**, it then translated into **jangan tumpahkan darah lagi**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

aaa. Excerpt 53 (PV PP)

SL	Tell your man to stand down , Abbas, he commanded	P24-L48
TL	Suruh anak buahmu mundur , Abbas, Altair memerintahkan.	P354-L3

As seen above, the idiomatic expression **stand down**, it then translated into **mundur**. It can be assumed that the translation strategy used is paraphrase. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

bbb. Excerpt 54 (VI PP)

SL	Yusuf gave him a keen look, then said seriously, you have my words .	P24-L48
TL	Yusuf menatap Ezio dengan tajam, lalu berbicara serius, " Kau bias memegang sumpahku ."	P361-L23

As seen above, the idiomatic expression **you have my words**, it then translated into **kau bias memegangsumpahku**. It can be assumed that the

translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ccc. Excerpt 55 (VI PP)

SL	You took your time , said Piri Reis with a broad grin that was unmixed with concern	P24-L48
TL	Kau lama , kata Piri dengan seringai lebar yang bercampur cemas.	P367-L28

As seen above, the idiomatic expression **you took your time**, it then translated into **kau lama**. It can be assumed that the translation strategy used is **paraphrase**.

This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ddd. Excerpt 56 (VI DF)

SL	When you've made up your mind come and find me	P24-L48
TL	Kalau kau sudah menetapkan pikiran , cariaku.	P373-L4

As seen above, the idiomatic expression is **made up your mind**, it then translated into **menetapkan hati**. It can be assumed that the translation strategy used is by using **idiom with same meaning and dissimilar form**. This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

eee. Excerpt 57 (VI PP)

SL	They were taken completely by surprise	P24-L48
TL	Mereka terkejut sekali .	P385-L5

As seen above, the idiomatic expression is **taken completely by surprise**, it then translated into **terkejut sekali**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

fff. Excerpt 58 (PV PP)

SL	I'm counting on that	P24-L48
TL	Aku mengharapkan itu.	P388-L27

As seen above, the idiomatic expression **counting on**, it then translated into **mengharapkan**. It can be assumed that the translation strategy used is **paraphrase**.

This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ggg. Excerpt 59 (IPrep PP)

SL	There was no telling what tricks this man might have up his sleeve	P24-L48
TL	Tidak ada petunjuk tentang trik apa yang akan dimainkan pria ini.	P395-L29

As seen above, the idiomatic expression is **up his sleeve**, it then disappear from the Indonesian translation text. It can be assumed that the translation strategy used is by omission. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is disappeared from the text.

hhh. Excerpt 60 (PV DF)

SL	See if you get within a hundred league of the Masyaf archive before one of us finishes you off	P24-L48
TL	Lihat saja apakah kamu bias mendekat sampai lima ratus kilometer dari perpustakaan Masyaf sebelum salah seorang dari kami menghabisimu.	P397-L32

As seen above, the idiomatic expression is **finishes you off**, it then translated into **menghabisimu**. It can be assumed that the translation strategy used is by using **idiom with same meaning and dissimilar form**. This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

iii. Excerpt 61 (VI PP)

SL	Ezio's baleful glare was enough to keep them at bay	P24-L48
TL	Mata Ezio yang melotot dengan	P445-L4

	mengancam sudah cukup untuk menghalau mereka	
--	--	--

As seen above, the idiomatic expression is **to keep them at bay**, it then translated into **menghalau mereka**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

jjj. Excerpt 62 (VI PP)

SL	Let's try if the theory holds water , said Ezio.	P24-L48
TL	Mari kita lihat apakah teori ini benar , kata Ezio/.	P450-L27

As seen above, the idiomatic expression is **holds water**, it then translated into **benar**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

kkk. Excerpt 63 (PV PP)

SL	Ezio realized that the Berbers had no desire for the Anaan to burn, for that way they'd lose their prize; so they were letting Ezio's sailors get on with the job of dousing the fire while they concentrated on taking the ship	P24-L48
TL	Ezio sadar orang-orang Berber tidak mau Anaan terbakar, karena dengan begitu mereka akan kehilangan jarahan; jadi mereka membiarkan para pelaut melanjutkan pekerjaan mereka memadamkan api, sementara mereka berkonsentrasi mengambil alih kapal.	P41-L9

As seen above, the idiomatic expression is **get on the job**, it then translated into **melanjutkan pekerjaan**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

III. Excerpt 64 (VI PP)

SL	it was all far too rich, and she'd made far too much, and he did his best, but she could see that food from home, which had cost her a fortune was the last thing on his mind	P24-L48
TL	Semuanya terlalu mewah, dan Sofia membuatnya terlalu banyak, dan Ezio berusaha menikmatinya sebaik mungkin. Tapi Sofia bias melihat bahwa hidangan itu, bahkan makanan dari kampung halaman, yang sangat sulit diperoleh Sofia, adalah hal terakhir dalam pikiran Ezio.	P493-L9)

As seen above, the idiomatic expression **cost her a fortune**, it then translated into **sangat sulit diperoleh**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.

- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

mmm. Excerpt 65 (**PV DF**)

SL	Marriage has soften you up	P24-L48
TL	Pernikahan membuatmu lembek.	P500-L25

As seen above, the idiomatic expression is **soften you up**, it then translated into **membuatmu embek**. It can be assumed that the translation strategy used is by using **idiom with same meaning and dissimilar form**. This proven by the analysis below;

- 1) Both expressions in this excerpt are idiomatic expression.
- 2) Both expressions share the similar meaning.
- 3) The form of the each idiom are different,

nnn. Excerpt 66 (**VI PP**)

SL	did it come in handy?	P24-L48
TL	Alat itu berguna.	P512-L22

As seen above, the idiomatic expression **come in handy**, it then translated into **berguna**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic

- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

ooo. Excerpt 67 (IPrep PP)

SL	it was going badly for her but he'd arrived in time to turn the tide	P24-L48
TL	Jun terdesak tapi Ezio datang tepat waktu untuk membalikkan keadaan.	P538-L20

As seen above, the idiomatic expression **turn the tide**, it then translated into **membalikkan keadaan**. It can be assumed that the translation strategy used is **paraphrase**. This proven by the analysis below;

- 1) The English expression is idiomatic
- 2) The Indonesian expression is non idiomatic
- 3) Both expressions share the similar meaning.
- 4) The Indonesian expression is more like raw translation or description of English idiomatic expression.

C. The Application of Idiomatic Expression in Narrative Text

The researcher chose idiomatic expression in his application because the term itself is still uncommon in the teaching-learning process in high school. To introduce students into the new term, the researcher put

the idiom in as a guest star before they have to make a similar text (narrative) by using one idiomatic expression which everyone in the class has different idiom. The aim of this learning is to introduce the idiom and also to give students understanding about how idioms are made. The form of the application in this sub-chapter is lesson plan, according to Richard and Renandya (2010:30), a daily lesson plan is a written description of how students will move forward attaining specific objective.

Lesson Plan

Name of School : SMAN 7 Purworejo
 Subject : English
 Class/Semester : XI/2
 Meeting : 2
 Allocation of Time : 2 x 45 minutes
 Topic Learning : Narrative Text

Standard of Competence

Comprehending the meaning of short functional text and simple monologue in form of recount, narrative, procedure in daily context

Base Competence

Reveal the meaning in short functional text and simple monologue in form of recount, narrative, procedure in daily context

Indicator

Student can identify and apply short functional text and simple monologue in form of recount, narrative, procedure in daily context

1. Learning Objectives

The student are able to analyze the characteristic of short functional text and simple monologue in form of recount, narrative, procedure in daily context that has idiomatic expression in it.

The student able to write a idiom based recount, short monologue text.

2. Topic Materials

Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Definition of Idiom

(Not directly) a group of word which has different meaning than its literal meaning.

Generic Structure of Narrative

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

Language Features of Narrative

- Using processes verbs
- Using temporal conjunction
- Using Simple Past Tense

The Eager Beavers and Old Mr. Oldkool

Once upon a time, there was a wonderful class of very hard-working and well-educated boys and girls in an amazing school in a far, far, far away fairytale land. Definitely not **couch potatoes**, these boys and girls were, in fact, **full of beans**. Their teacher, Mr. Oldkool, admired them, however, for their hard work and often called them his eager beavers. The eager beavers loved to learn. They spelled, they read and they wrote. They added, they subtracted and they multiplied. When Mr. Oldkool told them about a new and fascinating subject, like the apple snail, they were **all ears**. When he gave them assignments to do, they took them home eagerly and were **as busy as bees**. One day, Mr. Oldkool surprised the eager beavers with a math test. It was 10 pages long and had the most difficult questions on it that you could imagine. He handed out the test papers and told the boys and girls to **put their thinking caps on**. “**Break a leg**” he said to the students as he walked back to his desk and started working on another lesson plan on the fascinating world of the apple snail. Looking at the math tests, the children’s faces, surprisingly, did not look troubled. Remaining **cool as a cucumber**, they picked up their pencils and went to work. It turned out that all of the eager beavers passed the test and, for some, it was even **a piece of cake**. To celebrate, the kids got to watch a two-hour movie on the apple snail as an aquarium pet. Who would have thought that their hard work would **pay off** so well and that apple snails could be as big as 15 cm in diameter? The answer to that question would have to be: Mr. Oldkool.

Question

1. Find the meaning from bolded words in the text!
2. Make a narrative text using 5 idioms!

Answer Sheet

1. a. couch potatoes = a person who spends little or no time exercising and a great deal of time watching television.
- b. full of beans = lively; in high spirits.
- c. as busy as bees = very active and energetic; hardworking.
- d. put their thinking caps on = to think seriously about something
- e. Break a leg = a well wishing phrase used in the theatre, and meant to be understood as good luck.

f. all ears = the act of attempting to tell someone you are willing to talk to them and listen to what they have to say.

g. cool as a cucumber = Very calm, and often haughty or callous

h. a piece of cake = something that is very easy to do.

i. pay off = the advantage or benefit that is gained from doing something.

3. Learning Method: *Three-phase technique*

- **Pre Activity (10')**

1. Giving friendly greeting to students
2. Checking student's attendant
3. Asking student's condition
4. Asking about movie script

- **Core Activity (30')**

1. Teacher give student example of recount text.
2. give short explanation about recount text.
3. Teacher gives an explanation about asking and offering.
4. Teacher point an idiomatic expression and give a brief comment about the expression.
5. The teacher and class, study the writing process of recount text together.
6. Teacher and student make a conclusion about the characteristic of recount text.
7. To start the writing process, the teacher give an idiomatic expression each one to each student in order to make a text with their own context.

8. Students are ordered to write a recount text by using the idiom he/ she get.

9. The teacher help the student in undertaking the writing process.

• **Post Activity (10')**

1. Students review the explanation about formal transactional expression.

2. Students and teacher make a reflection about all activities that have done.

5. Source/Material/Tool

1. Novel excerpt, Assassin's Creed Revelation

2. Laptop

3. LCD proyektor

6. Assessment

1. Technique : Portofolio

2. Form : recount text

Acknowledge,

The Headmaster

The School Teacher

NIP.

NIP.

Lesson plan above proves that cooperative principle, especially violated maxim, can be used to teach speaking. By considering the maxim, the dialog will

be clearer and easier to be understood, so that the communication will run well. Therefore, implementing the theory of maxim in teaching speaking for senior high school student is important to achieve the learning objective.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will explain about the outcomes of this research. This chapter will be divided into two parts, they are conclusion and suggestion.

A. Conclusion

After conducting the research, the researcher made several conclusions. Below are the conclusions based on the findings of this research.

1. Based on the research finding, there are 6 types in total of idiomatic expression according to Siegl and McMordie classification. They are idiom with noun and adjective, idiomatic pair, idiom with preposition, phrasal verb, verbal idiom and idiom with comparison.
2. Regarding the table 2, the researcher concludes that there are 4 in total strategies used to translate English idiom into Indonesian. They are the strategy using idiom with similar meaning and form, the strategy using idiom with dissimilar form but similar meaning, strategy by paraphrasing the idiom and the last is omission.
3. The conclusion based on the discussion and analysis concludes that the paraphrase strategy is the most dominant strategy used by Assassin's Creed Indonesian translator with 72%.

4. This research extent also includes the application of idiomatic expression translation strategies in teaching writing for high school student. Even though there's no

B. Suggestion

Considering the conclusion above, the researcher proposes some suggestions which are hopefully can make the teaching learning process better. The suggestions are aimed to the English teacher, to the students, and to the other researcher.

1. For translator

Good translators have to be careful to choose the best words related to the text. If the idioms are translated incorrectly, the readers will lose the message of the original text. So, they have to not only having good understanding and wide knowledge of both the source and target language, but also having good understanding and wide knowledge on both cultures of the source language and the target language. For the Students

2. For Students

Idiomatic expression is not an easy thing to comprehend, it need a continuous and enormous time to be able to understand the idiom meaning completely. Meanwhile, understanding idiom can take us into different level of writing and speaking skill to which normal cannot produce when they lack of idiomatic expression. The study of

idiomatic expression strategy can introduce student into beautiful world of translation.

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THESIS CONSULTATION LOG

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Program : English Education
Title of Thesis : AN ANALYSIS OF THE TRANSLATION STRATEGIES OF IDIOMATIC EXPRESSIONS IN OLIVER BOWDEN'S ASSASSIN'S CREED REVELATION NOVEL AND ITS APPLICATION IN TEACHING WRITING ITS APPLICATION IN TEACHING GRAMMAR
Consultants : Puspa Dewi, M.Pd.

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THESIS CONSULTATION LOG

Name : Akhmad Supriyadi
Student's No. : 112120018
Program : English Education
Title of Thesis : AN ANALYSIS OF THE TRANSLATION STRATEGIES OF IDIOMATIC EXPRESSIONS IN OLIVER BOWDEN'S ASSASSIN'S CREED REVELATION NOVEL AND ITS APPLICATION IN TEACHING WRITING ITS APPLICATION IN TEACHING GRAMMAR
Consultants : Dr. Sudar, M.Pd.

No.	Day, Date	Material	Result	Consultant Signature	Researcher Signature
1.	8/5/2015	Draft	Accepted		
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2nd Consultant

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SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
 Kelas : XI
 Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya Fungsi Sosial <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran 	Mengamati <ul style="list-style-type: none"> • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi Mempertanyakan (questioning) <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian 	2 x 2jp	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan meresponnya</p> <p>Ungkapan</p> <p>Saran dan tawaran: Why don't you... What about ...? You should ... You can Do you need?</p> <p>Unsur kebahasaan</p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p>Topik</p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>- Ungkapan yang digunakan untuk memberi saran dan tawaran</p> <p>- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran memberi saran dan tawaran serta responnya Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p>Fungsi Sosial</p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p>Ungkapan menyatakan pendapat/pikiran</p> <p>I think ...</p> <p>I suppose...</p> <p>In my opinion ...</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p>	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>Unsur Kebahasaan Ucapan, tekanan kata, intonasi</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal). 	<ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (extended) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p>Fungsi sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Ungkapan: harapan dan doa - I hope ... - I wish you all the best. Thank you.</p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (learning journal). 	<p>bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p>Fungsi Sosial</p> <p>Menjagahubungan transaksional dengan orang lain</p> <p>Struktur</p> <p>Salutation</p> <ul style="list-style-type: none"> Will/ Could you come with me to the exhibition? Is it possible for you to attend my birthday party? <p>Closing</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan role-play (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur kebahasaan:</p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata 	<p>dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. 	<p>unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa berkreasi dalam membuat klipng undangan resmi Siswa menyunting undang yang diambil dari berbagai sumber Dengan menggunakan multimedia, siswa membuat kartu undangan Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p>Salutation: Dear</p> <p>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Content: Mengabarkan hal yang sudah/ akan terjadi</p> <p>Closing: Menutup surat dengan harapan untuk bertemu kembali</p> <p>Signature</p> <p>Unsur kebahasaan:</p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<ul style="list-style-type: none"> • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	<ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips)</p> <p>Tujuan komunikasi : menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p>Struktur menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (learning journal) 	<p>penyuntingan teks prosedur.</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p>Fungsi Sosial</p> <p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals.</p> <p>Tsunami is caused by earthquake affecting the seabed.</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. 	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam 	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p>Topik</p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p> <p>Fungsi Sosial</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - If teenagers eat too much fast food, they can easily become overweight. - If you exercise regularly, you will get the benefit physically and mentally <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p>Topik:</p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang</p>	<ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk pengandaian/ If clause • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan 		<p>com</p> <ul style="list-style-type: none"> - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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		bahasa Indonesia. Mengkomunikasikan <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	penilaian sejawat, berupa komentar atau cara penilaian lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan	Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial <ul style="list-style-type: none"> Mengamati alam Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam Struktur <ul style="list-style-type: none"> Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a 	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<p>report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (note taking) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Teks eksposisi analitis</p> <p>Fungsi Sosial</p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p>Struktur teks</p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p>Unsur Kebahasaan:</p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource_file_s - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>dan disiplin, melaporkan</p> <p>Struktur</p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>yang dipelajari.</p> <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar 		<p>com</p> <ul style="list-style-type: none"> - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	<p>atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Lagu</p> <p>Fungsi sosial</p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com

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<p>komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>lagu.</p> <ul style="list-style-type: none"> Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p>Topik</p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<ul style="list-style-type: none"> http://americangnglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/